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THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume XXIX

January, 1955

Number 3

Moral and Ethical Problems in Education

Professional Leadership in American Education

Overseas Education for Dependents of the Air Force

Young Americans and the D.E.O. in Europe

Opinions of Member Schools about the N.C.A.

Committee Reports and Conference Summaries

Sixtieth Annual Meeting of the Association, Palmer House, Chicago, March 21-25, 1955
Theme: "Enduring Values in Education"

THE NORTH CENTRAL ASSOCIATION QUARTERLY

The Official Organ of the North Central Association of Colleges and Secondary Schools

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THE
NORTH CENTRAL ASSOCIATION
January 1955
QUARTERLY
Volume XXIX
Number 3

Association Notes and Editorial Comments

A NEW VENTURE IN PUBLIC RELATIONS

IN THE OCTOBER number of THE QUARTERLY this column described the increased growth of the Association as it is reflected in the necessity for paying for some released time of two of the four executive secretaries who bear the brunt of the work of the Association. This growth has led to another major development; namely, the setting up of a systematic program of public relations commensurate with the importance and diversity of the Association.

For quite a few years there has been a Committee on Public Relations. Under enabling legislation enacted by the Executive Committee it struggled with the problem of devising some effective means for telling the contemporary story of the Association to those who obviously should hear it. These were the experimental days, so to speak, and various plans were sifted and some publications, house-organ in character, were run and distributed. Major among them was *That You May Know*, supervised by Milo Bail, president of the University of Omaha and past-president of the Association. But Mr. Bail was, and is, a busy university executive. For him as such, despite his devotion to the Association, getting out a publication of this character was a very heavy extracurricular responsibility. Therefore, the Executive Committee, profiting from its accrued experience with ventures of this sort, decided to assign further planning to the Editorial Board of THE QUARTERLY whose membership would be expanded by two outside members for the task. By this action the Executive Committee guaranteed continuity because the Board is a constitutional body. It is made up of the president, the executive secretary, and the treasurer—all general officers of the Association—the secretaries of the three Commissions, and the editor of THE QUARTERLY who is chairman of the Board. The two appointed members are Lowell B. Fisher, prominently known in North Central circles, and Otis A. Crosby, assistant director of the Department of Information Service in the Detriot Public Schools. These nine men constitute the new Committee on Public Relations of the Association. Mr. Frank Mayer, of Minneapolis, an experienced journalist and specialist in publicity, is consultant to the Committee.

On October 28, the Committee held its first meeting. Three basic issues were discussed; namely, Is special publicity needed?; If so, what means should be adopted?; and Should the

general public be included in its orbit? The day was spent in discussing these and related matters. The Committee decided that a new publication, *Your NCA Letter*, should be recommended for approval by the Executive Committee and that it should be issued from the office of Mr. Boardman, the executive secretary of the Association. The primary distributing agency would be the offices of the state chairmen because these chairmen are in continual contact with the schools in their respective states. Through them local schoolmen can be helped to utilize the *Letter* to the best advantage in their own communities.

On November 20, the Committee on Public Relations reported its plans to the Executive Committee. They were approved and the Committee was authorized to put them into effect.

Of course it is clearly understood that there is no magic in the issuance of just one more publication, however attractive it may be. Therefore, hard work lies ahead. Most important of all is the gathering of worthy news items. With Mr. Mayer on the job, good reporting of North Central news is assured. It is the hope of the Committee that an eye-catching format will be devised for the *Letter*—preliminary sketches have been studied—so that this new publication will not be lost in the mass of second class mail matter that daily reaches the schoolman's desk and be short-circuited into "the round file."

From long experience with THE QUARTERLY this editor knows how crucial the news-gathering aspect of the new venture will be; in short, no news, no *Letter*. This editor also knows that no day passes without newsworthy happenings in North Central schools and colleges. (Add up the possibilities: 379 colleges and universities and 3,277 secondary schools scattered over nineteen states and ten foreign countries: intriguing, aren't they?) So, he bespeaks the active participation of every North Central-minded individual in this new venture. The investment of a few minutes each week and a three-cent stamp will guarantee a publication that will prove useful to all who receive it. Remember the address: Charles W. Boardman, General Secretary of the Association, University of Minnesota, Minneapolis. He is waiting to hear from you.

HARLAN C. KOCH

A WORD ABOUT THE CONTENTS OF THIS NUMBER OF "THE QUARTERLY"

THE READER will see that this department of THE QUARTERLY, "Association Notes and Editorial Comments," has been extended beyond its usual length by many pages to include certain committee reports and panel discussions. Over a period of months the reports were submitted to the appropriate Commissions, to the Executive Committee of the Association, or to both. They are printed because we judge them to be newsworthy; and they are newsworthy because they reflect the hard thinking and sharp planning that characterize the work of the standing committees and subcommittees which submitted them.

As for the panel discussions, it can be said that, by and large, they reflect an emergent educational philosophy, or a philosophy in action, pertaining to the issues which were raised and discussed. The flexibility of panel procedures is such as to guarantee immediate consideration of every aspect of a contemporary problem. That the problems are timely which the panels in question handled, no one will deny. Timeliness means newsworthiness; hence the publishing of both the digests and the committee reports in this issue. Each feature provides some insight in-

to the how and the why of the Association's work.

HARLAN C. KOCH

A PROGRESS REPORT ON THE ANNUAL MEETING IN MARCH, 1955

THE SIXTIETH ANNUAL MEETING of the North Central Association will be held at the Palmer House, Chicago, Illinois, during the week of March 21–25, 1955. The Executive Committee and the Commissions are developing a program about the theme, ENDURING VALUES IN EDUCATION. Although the plans for the program are not quite complete at this writing in mid-December, stimulating, dynamic speakers have been secured and innovations inaugurated so that the sessions each day will be of special interest and value to all members of the Association.

In accordance with past practice, Monday and Tuesday, March 21 and 22, will be devoted to the activities of the Commission on Secondary Schools and the Commission on Colleges and Universities concerned with membership in the Association. On Wednesday morning, March 23, all three Commissions will hold their annual business meetings which are open to all interested persons. Committee reports will be made, officers for the year 1955–56 chosen, and the general business of each Commission transacted.

Wednesday afternoon and evening will be devoted to discussions of problems important both to high schools and colleges. Each discussion will be opened by a panel followed by questions and comment from the group attending. The discussion problems for the afternoon with the chairman of the respective panels are listed below.

1. "How should high school and college programs be re-evaluated in the light of anticipated increases in enrollments?" *Chairman:* C. R. Teeter, Superintendent, Star City, Arkansas.
2. "Are student personnel programs keeping pace with current educational trends?" *Chairman:* Robert H. Plummer, Director of Guidance and Counseling, Flint Junior College, Flint, Michigan.
3. "What are some of the unique activities of the Libraries in North Central schools?" *Chairman:* Eugene H. Wilson, Acting Dean of the Faculties, University of Colorado, Boulder, Colorado.
4. "What is being done in high school and college programs to improve reading?" *Chairman:* Russell Cosper, Chairman, Developmental Reading, Purdue University, La Fayette, Indiana.
5. "Whither general education in 1955?" *Chairman:* Henry C. Jensen, Principal, Greeley High School, Greeley, Colorado.
6. "What are the features and implications of the experimental program which permits high school students to enter college with advanced standing?" *Chairman:* Eugene Youngert, Superintendent, Oak Park and River Forest High School, Oak Park, Illinois.

The Wednesday evening discussion groups are devoted to the consideration of problems, techniques, and practices in education upon which reflection is needed in the in-service programs for administrators and teachers. The problems proposed for discussion and the chairman of the respective panels are as follows.

1. "Improved programs for students with non-academic abilities and interests." *Chairman:* R. S. Cartwright, Principal of the High School, Elgin, Illinois.
2. "Improved educational opportunities for early adolescence (Grades 7-8-9)." *Chairman:* Clifford Durman, Curriculum Coordinator, Hinsdale Public Schools, Hinsdale Schools, Hinsdale, Illinois.
3. "The principals' leadership of his staff in curriculum improvement." *Chairman:* Paul Pierce, Assistant Superintendent of Schools, Chicago, Illinois.
4. Improving communication between the school and the community. *Chairman:* Eric H. Johnson, Director, Illinois Curriculum Program, University of Illinois, Urbana, Illinois.
5. "Mobilizing the resources of the University for teacher education." *Chairman:* Milo Bail, President, University of Omaha, Omaha, Nebraska.

6. "How can teacher personnel help to solve the problems of teacher shortage?" *Chairman:* Frank Endicott, Professor of Education and Director of Placement, Northwestern University, Evanston, Illinois.

The significance of the problems proposed for the Wednesday afternoon and evening discussion groups for both high school and college personnel seems obvious merely upon casual reading. The Commission on Colleges and Universities believes they are so important that it has requested permission to print some of them in its part of the program for the Annual Meeting.

On Thursday afternoon, March 24, the Commission on Colleges and Universities will conduct a program in the Grand Ballroom. The theme will be THE CHALLENGES TO FREEDOM IN EDUCATION. Three distinguished speakers are being obtained for this meeting which is designed particularly to interest college and university administrators, professors, and other personnel.

The popularity of discussion groups and the apparent demand for their extension has lead the Commission on Secondary Schools to prepare a series of discussions to be held on Thursday afternoon, March 24. The problems and the chairmen of the panels are listed below.

1. "The Secondary School and contest pressure." *Chairman:* Laurence W. Thomson, Principal, Leadville High School, Leadville, Colorado.
2. "The principal looks at the athletic program of the secondary school." *Chairman:* Charles Semler, Principal, Benton Harbor High School, Benton Harbor, Michigan.
3. "The experiences of pilot schools in using *The Armed Forces and Your Life Plans* unit." *Chairman:* George Beck, Principal, Central High School, Duluth, Minnesota.
4. "How can a secondary school principal recognize problems and identify them?" *Chairman:* E. B. Weaver, Principal, Topeka High School, Topeka, Kansas.
5. "The library—the laboratory of an educational program." *Chairman:* L. V. Irwin, Principal, Clinton High School, Clinton, Iowa.
6. "Approaches to racial integration." *Chairman:* Wayne White, Superintencent of Schools, Fayetteville, Arkansas.

The popular and stimulating High School Principals' Conference will occur on Thursday evening as usual. This year the Commission on Secondary Schools has selected an outstanding publisher to speak to the group. He is Palmer Hoyt, editor-publisher of the *Denver Post.* He has chosen "What Must We Do to be Saved?" as the title of his address. The title is intriguing and Mr. Hoyt is an able speaker. Those who hear him are promised a very enjoyable and worth while evening.

The First General Session of the Association, sponsored by the three Commissions of the Association, will be held Thursday morning, March 24. The speakers at this General Session are Milo Bail, President, University of Omaha, Omaha, Nebraska; Clarence Hilberry, President, Wayne University, Detroit, Michigan; and Stephen A. Romine, Professor of Education, the University of Colorado, Boulder, Colorado.

The Second General Session will be held on Friday morning, March 25. The speaker will be Chancellor Henry I. Heald of New York University. The Third General Session will be held Friday afternoon but the speaker is not determined at the date of this writing. Those acquainted with the speakers who have been selected know that they are outstanding, dynamic leaders in education whose addresses will be worth hearing. An equally distinguished speaker will be obtained for Friday afternoon.

CHARLES W. BOARDMAN
Secretary

MORE THAN A MILLION "EXPERIMENTAL UNITS" DISTRIBUTED SINCE 1940

THE TEXT UNITS in the Social Studies sponsored by the Committee on Experimental Units have had a steady sale through the last several years. Ten titles have been revised or produced since January 1948 and have sold at the rate of 40,000 to 50,000 a year. In addition, large numbers have been distributed as companion books with subscriptions of school periodicals produced by the cooperating publishers, now the Department of School Services and Publications of Wesleyan University, Middletown, Connecticut.

The booklets, intended as text material to be used by secondary school students for the study of current developments in important areas of the social studies, are the second series sponsored by the North Central Association. They were produced to encourage the study of significant aspects of modern life in high school classes and to promote the use of text material which can be revised and kept up-to-date more readily than standard textbooks.

The table below shows the sales experience for the pamphlets and indicates an increasing tendency of schools to use such materials. The growing number of educational organizations and of commercial publishers who are producing materials of this more flexible and current nature is most encouraging.

North Central Association Unit Studies may be ordered from

SALES EXPERIENCE

DISTRIBUTION EXPERIENCE FOR TITLES PUBLISHED BY CHARLES E. MERRILL BOOKS, DEPARTMENT OF SCHOOL SERVICES AND PUBLICATIONS, WESLEYAN UNIVERSITY

	Publication Date	Companion Book Sale	Total Sales to Dec. 31 1953	Sales Jan. 1 to June 31, 1954	Total Sales to June 30, 1954
Latin America and Its Future	Jan. '48		13,651	0	13,651
Why Taxes?	April '48		14,619	382	15,001
Housing in the United States	Nov. '48		11,927	516	12,443
Conservation of Natural Resources	Nov. '48		30,650	2,377	33,027
Atomic Energy	Jan. '49		61,614	4,383	65,997
Maps and Facts for World Understanding	Jan. '50	320,000	30,721	3,373	34,094
The Federal Government and You	June '50	361,294	20,085	2,026	22,111
Youth and Jobs	Jan. '51	77,952	17,943	2,885	20,828
The Family and You	June '51	50,972	13,357	2,003	15,360
Democracy and Its Competitors	June '51	84,274	10,756	3,365	14,121
		894,492	225,323	21,310	246,633

Sales of units published by Ginn and Company, 1940–1947	146,230
Sales of units published by Charles E. Merrill Books, 1948–1954 (Wesleyan University)	246,633
	392,863
Distributed as companion books to March 1, 1954	894,492
Sold as sample sets in promotion project	2,232
Total number of units distributed by various means other than free samples	1,289,587

Department of School Services
and Publications
Wesleyan University, 356 Washington Street,
Middletown, Connecticut.
J. E. STONECIPHER, *Chairman,*
Committee on Experimental Units

DISTRICT ORGANIZATION PROPOSED BY THE COMMISSION ON COLLEGES AND UNIVERSITIES

IN THE OCTOBER number of THE QUARTERLY, Mr. Burns, the executive secretary of the Commission on Colleges and Universities, briefly described a plan to divide the North Central territory into a number of districts for the purpose of developing closer contacts with the colleges and universities which belong to the Association. In Mr. Burns's words,

> The suggestion is that for purposes of dealing with higher institutions, the North Central area be divided into a number of districts, each district to have a committee which would represent that district. This arrangement would recognize differences in the needs of the different kinds of higher institutions in our Association and provide a channel for them to express their ideas and to present their common problems. It would, I think, greatly strengthen the Association. If adopted, the reorganization would be done on a geographical level and also by type of institution.[1]

The table on page 237 identifies the states which make up the five proposed districts, and the number and type of higher institutions in each state which belong to the Association. The number of "Commissioners" for each state and type of institution is also shown. As one can see, forty-five Commissioners will be in reasonably close contact with 378 institutions scattered over nineteen states which, in turn, are grouped into five districts.

[1] Norman Burns, "The New Role of the Commission on Colleges and Universities," NORTH CENTRAL ASSOCIATION QUARTERLY, XXIX (October, 1954), p. 160.

COMMITTEE APPOINTMENTS

ON NOVEMBER 19, 1954, the Executive Committee of the Association rounded out the membership of certain committees, as follows:

Committee on Organization of North Central Association

Edgar G. Johnston—Professor of Education, Wayne University, Detroit, Michigan (Chairman)
J. E. Stonecipher—Director of Secondary Education, Des Moines Public Schools, Des Moines, Iowa
R. Nelson Snider—Principal, South Side High School, Fort Wayne, Indiana
Paul C. Reinert, S.J.—President, St. Louis University, St. Louis, Missouri
Stephen A. Romine—Professor of Education, University of Colorado, Boulder, Colorado
Paul W. Harnly—Assistant Superintendent in Charge of Secondary Schools, Wichita Public Schools, Wichita, Kansas
Charles W. Boardman—Professor Emeritus of Education, University of Minnesota, Minneapolis, Minnesota (*Ex officio*)

Committee on Public Relations

Harlan C. Koch—Assistant Dean, Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor, Michigan (Chairman)
Norman Burns—Professor of Education, University of Chicago, Chicago, Illinois
Walter L. Cooper—Principal, J. Sterling Morton High School, Cicero, Illinois
Lowell B. Fisher—Executive Secretary, Committee on Admissions, University of Illinois, Urbana, Illinois
A. J. Gibson—State Department of Education, Charleston, West Virginia
E. G. Johnston—Professor of Education, Wayne University, Detroit, Michigan
R. Nelson Snider—Principal, South Side High School, Fort Wayne, Indiana
Otis A. Crosby—Assistant Director, Department of Information Service, Detroit Public Schools, Detroit 26, Michigan
Charles W. Boardman—Professor Emeritus of Education, University of Minnesota, Minneapolis, Minnesota (*Ex officio*)

Advisory Committee on the Program for the 1956 Annual Meeting

J. E. Stonecipher—Director of Secondary Education, Des Moines Public Schools, Des Moines, Iowa (Chairman)
Harold L. Bitting—Dean, Lyons Township Junior College, La Grange, Illinois

DISTRICT ORGANIZATION PROPOSED BY THE COMMISSION ON COLLEGES AND UNIVERSITIES

Districts and States	Number of Degree-Granting Institutions			Junior Colleges	Total
	Doctor's Degree	Master's Degree	Bachelor's Degree		
DISTRICT A					
Michigan	3	4	14	9	30
Ohio	4	13	24	0	41
West Virginia	1	1	10	1	13
Total	8	18	48	10	84
Commissioners	2	2	4	1	9
DISTRICT B					
Wisconsin	2	5	15	0	22
Illinois	7	16	19	15	57
Indiana	4	4	14	0	22
Total	13	25	48	15	101
Commissioners	4	3	4	2	13
DISTRICT C					
North Dakota	1	1	4	0	6
South Dakota	0	3	6	0	9
Nebraska	1	2	11	0	14
Minnesota	1	4	16	3	24
Iowa	2	2	18	7	29
Total	5	12	55	10	82
Commissioners	2	2	4	1	9
DISTRICT D					
Kansas	2	4	13	1	20
Oklahoma	2	2	10	4	18
Missouri	3	3	20	10	36
Arkansas	1	0	11	2	14
Total	8	9	54	17	88
Commissioners	2	1	4	2	9
DISTRICT E					
Wyoming	1	0	0	0	1
Colorado	3	3	3	2	11
New Mexico	1	5	1	0	7
Arizona	1	2	0	1	4
Total	6	10	4	3	23
Commissioners	2	1	1	1	5
TOTAL INSTITUTIONS	40	74	209	55	378
TOTAL COMMISSIONERS	12	9	17	7	45

Julian L. Maline, S.J.—Professor of Education, West Baden College of Loyola University, West Baden Springs, Indiana
Floyd A. Miller—State Department of Education, Lincoln, Nebraska
W. Fred Totten—President, Flint Junior College, Flint, Michigan
Charles J. Turck—President, Macalester College, St. Paul, Minnesota
Charles W. Boardman—Professor Emeritus of Education, University of Minnesota, Minneapolis, Minnesota (*Ex officio*)

PERSONAL NOTES

Owing to the Pressure of university business, Phil M. Bail, president of the University of Omaha, was prevented from representing the North Central Association as fraternal delegate to the fall meeting of the Western College Association, November 4 and 5, at Berkeley, California. Rees H. Hughes, president of Kansas State Teachers College, at Pittsburg, acted in his stead.

A. J. Gibson, secretary of the Commission on Secondary Schools, has been given an appointment to the National Committee on the Cooperative Study of Secondary School Standards to serve in place of Carl G. F. Franzen, who will spend two years as educational consultant in Thailand. (*Note:* As explained by George E. Carrothers in his "Early Beginnings of the Cooperative Study of Secondary School Standards" in The Quarterly for October, 1954, this Committee has been in continuous existence for twenty years. It produced the nationally known *Evaluative Criteria*.—Editor.)

COMMITTEE REPORTS

(Commission on Research and Service)

REPORT OF THE SUBCOMMITTEE ON LIBERAL ARTS EDUCATION[1]

After Fourteen Years of continuous operation, the cooperative study among sixty-six liberal arts colleges is continuing more actively than ever. The basic features of the program are well-known. Each institution determines for itself the problem it wants to study or the new venture it wants to undertake, and then the Committee offers stimulation and aid to promote the project's success.

The summer workshops are probably the most effective single phase of the program. In 1953, the four-week workshop at the University of Minnesota attracted thirty-three participants and the August workshop at the University of Chicago attracted thirty-two. In each case, the workshoppers analyzed current developments in such matters as curriculum, college teaching, and personnel programs, and they rounded out plans for conducting their current local projects. Similar workshops are scheduled for Minnesota and Chicago next summer.

There was also a workshop for college presidents held at the Palmer House on March 23–25, 1953, to discuss the theme, "What is the Role of the Liberal Arts College in the Next Decade?" Seventy-two presidents and deans from fifty-seven colleges, as well as ten staff consultants, participated. A similar "presidents' workshop" has just been held at the Palmer House from March 22 and 24, 1954. Problems related to faculty improvement, specialization in the curriculum, and frontier developments in liberal arts education were discussed.

Four intercollegiate conferences were projected for the current year. On October 15–16, the Fifth Arkansas Regional Conference met at Petit Jean State Park where 141 delegates from nineteen institutions discussed "Evaluation of Current Purposes of Higher Education." On November 6–7, 1953, colleges of Oklahoma and neighboring states joined at Tulsa in a conference

[1] Presented to the Commission on Research and Service March 24, 1954, at Chicago.

on problems of general education. On the fourteenth of that same month, colleges of West Virginia sent ninety delegates to the Fifth Allegheny Conference, held at West Virginia Wesleyan College, to study problems of articulation and the relation of higher education to world affairs. A fourth intercollegiate conference is scheduled for Ashland College, Ashland, Ohio, in May.

In addition to these workshops and conferences, the Director of the Study, Clarence Lee Furrow, of Knox College, has issued a monthly bulletin of current activities distributed to over one thousand persons and has also sent a monthly packet of developmental materials to each college included in our program. Such materials are also available on loan to any institution. During the year, Mr. Furrow and his seven coordinators have visited every college in the study to work with faculties on their current projects.

The coordinators for 1953–54 are: Frank W. Clippinger, of Drury College; John L. Davis, of Hiram College; Arthur F. Englebert, of Mount Union College; A. Leland Forrest, of Nebraska Wesleyan; John W. Hollenbach, of Hope College; E. Ray McCartney, of Fort Hays State College; and William J. McKeefery, of Alma College.

The committee is now developing plans for intensifying its services to the colleges, promoting more definitive and penetrating research studies, and stimulating intervisitation among college faculties. Further announcements along these lines will be made shortly. It should also be noted that Mr. Furrow will retire as director of the program in June, 1954, and his successor will soon be announced. The Carnegie grant of $7,000 per year will expire in June.

The North Central Committee for 1953–54 is: Eugene S. Briggs, of Phillips University; Karl L. Massanari, of Goshen College; Edward F. Potthoff, of the University of Illinois; Joseph E. Pryor, of Harding College; Arthur E. Pullam, Jr., of Lincoln University; and Russell M. Cooper (*Chairman*), of the University of Minnesota. New members of the committee elected for 1954–55 are: Dr. Edward R. Rosser, of Hiram College; Dr. Harold W. Hansen, of St. Olaf College; and Dr. Elmer N. Rasmussen, of Dana College.

Respectfully submitted,
R. M. Cooper, *Chairman*

Report of the Subcommittee on Institutions for Teacher Education for 1953–54*

As a Background for my report I wish to point out first, that one of my favorite objectives in teaching is to try to have my students obtain genuine understandings of important concepts and principles, and that three of my favorite questions for promoting this objective are first, "compare two given generalizations," second, "contrast two given generalizations," and third, "give an original example to illustrate a given generalization." In my report this morning I am going to try to answer all three of my own questions with reference to our project.

I shall choose for my comparison the project of the Liberal Arts Subcommittee, the report of which you have just heard. Our undertaking is a younger brother of the Liberal Arts project and is closely patterned after it. Thus, our birth was no accident; it was definitely planned with proper spacing

* Submitted to the Commission on Research and Service, March 24, 1954, in Chicago.

Membership of the Committee, 1953–54, included E. F. Potthoff, University of Illinois, Urbana, Illinois (*Chairman*); E. H. Criswell, University of Tulsa, Tulsa, Oklahoma; George E. Hill, Ohio University, Athens, Ohio; and Neal Billings, Wisconsin State College, Milwaukee, Wisconsin.

to do for the teachers colleges in the North Central area what the older project had been doing and has continued to do so excellently for the liberal arts colleges.

And so we, like they, have our Summer Workshop—singular—a local study committee on the campus of each participating college, a coordinator staff, a news bulletin, a packet service, and so on. Likewise, our purpose is to promote inter-institutional cooperation in solving problems of higher education. Although our project is only six years old and is therefore just ready to start to school, we feel that our record is good, since twenty-five of the seventy-six eligible institutions are participating this year. This gives us a batting average of .329, which merits a place in the line-up in almost any league.

The University of Minnesota, Russell Cooper's home port, has served as the rich uncle to our project, having sponsored, financially and otherwise, each of our Workshops. Last summer Dr. Paul Grim served as the Workshop Co-director, representing the University and Dr. John Jacobs, of the Kansas State Department of Public Instruction, was Co-director representing our Subcommittee. Our traveling salesmen, better known as coordinators, this year consist of C. H. Allen, of the Northeast Missouri State Teachers College, Graham Pogue, of the Ball State Teachers College, Gordon Stone, of the River Falls, Wisconsion State College, Vaud A. Travis, of the Northeastern Oklahoma State College, and John Jacobs.

But now I find myself making the very mistake against which I so often warn my students who are preparing to teach; namely, that of presenting facts rather than providing for understandings. So I hasten to go on to the contrast which I promised to present. For this I shall first read a quotation from Stanton Griffis' book, *Lying in State*, which most of you probably read in the *Reader's Digest* about a year ago. I quote:

> Probably the most amusing picture of the State Department at work is the comparison of its operations with the love life of elephants attributed to Bob Lovett. The analogy falls into three phases of comparison: The first, that all important business is done at a very high level; secondly, that any developments are accomplished by tremendous trumpeting; and thirdly, that if any results are accomplished, the period required is from eighteen months to two years.

In contrasting our Subcommittee project with the love life of elephants, I wish to point out first, that this project, instead of involving the high levels, takes place mostly at the level of the rank and file. Our purpose is to train the mine run of members of teachers college faculties for leadership on their own campuses, especially leadership in carrying on institutional studies for the solution of local problems. We hope that these studies on any one campus will get down to the real roots of the problems, and thus have significance and value for the other institutions participating in the project. Consequently, our business is a grass roots affair with respect to both the personnel and the activities involved.

In the next place, unlike the elephant, we do little trumpeting. Perhaps we might be criticized for not doing enough trumpeting, because about the only time we indulge in this activity is during the Annual Meeting, which, with its accreditation of new institutions, is, in a sense, a mating season. This year the Committee Chairmen have been warned that in their trumpeting they should be both brief and interesting. We all know how impossible it is for college professors to be either, so that this is an amazing directive. But even more amazing, perhaps

is the fact that it comes from a man who is himself a college professor.

As a final part of my contrast, I would like to say that the institutions participating in our project have been unusually successful in getting results within relatively short periods of time, namely in approximately one academic year. I need not remind you that unlike the schedule of the United States Department of State, the academic college year is patterned after the love life, not of elephants, but of human beings.

Finally, I wish to cite an original example, as promised initially, of the operation of our project. Last summer I had the privilege, while at our Workshop, of sitting in on a number of discussion groups, one of which was attempting to answer some basic questions relative to fifth year graduate programs for elementary and secondary school teachers. This group discussed such questions as the following:

Should all teachers who have a Bachelor's degree be admitted to graduate study for the Master's degree?
What place should be given to training and research in such a program?
What proficiencies should such a program develop in teachers?
What contributions should such a program make to the teacher's professional life? That is, to him as a member of the teaching profession.

The discussions centering around these problems and others, rated right along with the best that I have witnessed in seminars for advanced graduate students in Education. The participants, I am sure, went back to their own campuses much better equipped to contribute to the development of their own local graduate programs.

A report on the various activities of our 1953 summer Workshop, including the study just referred to, and many others, was prepared in mineographed form and is available from John Jacobs at cost; namely, $2.00 per copy.

During our lifetime of six years, thirty-one different institutions have taken part in our project, and sixteen of the twenty charter members are still in good standing. My report closes with the names of the twenty-five institutions belonging to the project this year.

My last line, and my last commercial, is that for the price of only $200 plus one Workshopper, we shall be glad to take care of all newcomers who are eligible and who care to join our project. We can arrange for the nuptial ceremony at any time, although March, rather than June, is our favorite season. John Jacobs will have these memberships on sale also.

The following institutions are participating in the project during the current year:

Arkansas Agricultural, Mechanical and Normal College, Pine Bluff, Ark.
Ball State Teachers College, Muncie, Indiana
Black Hills Teachers College, Spearfish, South Dakota
Central Missouri State College, Warrensburg, Missouri
Eau Claire, Wisconsin, State Teachers College
General Beadle State Teachers College, Madison, South Dakota
Henderson State Teachers College, Arkadelphia, Arkansas
Iowa State Teachers College, Cedar Falls, Iowa
Kansas State Teachers College, Emporia, Kansas
Kansas State Teachers College, Pittsburg, Kansas
Milwaukee, Wisconsin, State Teachers College
Minot, North Dakota, State Teachers College
National College of Education, Evanston, Illinois
Northeast Missouri State Teachers College, Kirksville, Missouri
Northeastern State College, Tahlequah, Oklahoma
Northwestern State College, Alva, Oklahoma
Platteville, Wisconsin, State Teachers College
River Falls, Wisconsin, State Teachers College
Southern State Teachers College, Springfield, South Dakota

Southeastern State College, Durant, Oklahoma
Southwestern State College, Weatherford, Oklahoma
Stevens Point, Wisconsin, State Teachers College
Stout Institute, Menomonie, Wisconsin
Valley City, North Dakota, State Teachers College
Winona, Minnesota, State Teachers College

Respectfully submitted,
EDWARD F. POTTHOFF, *Chairman*

FINAL REPORT OF THE SUBCOMMITTEE ON TEACHER EDUCATION IN MULTIPURPOSE INSTITUTIONS[1]

IN 1951 the Executive Committee of the North Central Association approved the request of the Commission on Research and Service to appoint an exploratory Subcommittee on Teacher Education in Complex Institutions, later entitled the Subcommittee on Teacher Education in Multipurpose Institutions. The subcommittee is now composed of five members, as follows:

Dean E. H. Criswell, Liberal Arts College, University of Tulsa, Tulsa, Oklahoma
Dean W. E. Lessenger, College of Education, Wayne University, Detroit, Michigan
Dean K. H. McFall, Liberal Arts College, Bowling Green State University, Bowling Green, Ohio
Dean E. T. Peterson, College of Education, State University of Iowa, Iowa City
Dean F. E. Henzlik, Teachers College, University of Nebraska, Lincoln, Nebraska

The first assignment of the Subcommittee was to explore the situation to determine if there were teacher education problems peculiar to multipurpose institutions that deserved further study by a special committee. At the first meeting of the Subcommittee, it was decided to ascertain the problems and issues in teacher education considered crucial by deans of colleges of liberal arts as well as by deans of colleges of education in large universities and colleges.

A questionnaire requesting information relative to problems in teacher education which give greatest concern in multipurpose institutions was mailed to forty-one different institutions. Twenty-five deans of colleges of liberal arts and sciences and twenty-nine deans of colleges of education replied to the questionnaire.

A large majority of the problems and statements received in answer to the questionnaire primarily emphasized issues of administrative organization, control and institutional policy. In many cases the replies discussed the issues of jurisdiction and administration revealing conflicts more or less peculiar to the particular institution concerned. The responses from the deans were summarized or classified into eight groups identified as follows:

	Responses
I. Responsibility, Control and Administration	35
II. General Education	9
III. Specialization and Coordination of Content	10
IV. Uniformity of Requirements	5
V. Preparation of College Teachers	3
VI. Selection and Recruitment	6
VII. Professional Courses and Experiences	12
VIII. Five and Six Year Programs	5

Several deans listed problems in two or more areas, but the great emphasis was on issues having to do with control, administration and reorganization. A few deans, however, did stress as significant such problems as the development of adequate programs of general education, curriculum problems, improvement of college teaching and other areas now receiving consideration by the Subcommittees on Teacher Education in Liberal Arts Colleges and Independent Teachers Colleges.

With a summarized list of statements distributed to each member of the Subcommittee on Teacher Education in Mulitpurpose Institutions, a meeting was later called to re-study the

[1] Submitted to the Commission on Research and Service at Chicago, March 24, 1954.

issues and questions submitted by the deans of the respective institutions. It was concluded that many of the problems or issues raised are peculiar to multipurpose institutions and worthy of study. The Subcommittee listed the following questions and problems as illustrations of the type of questions giving concern in their large universities and colleges.

When two or more autonomous colleges or divisions contribute or should contribute to the preparation of teachers:

a. Who is to be responsible for the curriculum and the instructional programs for the educational personnel?
b. How can these colleges, schools or divisions best coordinate the diverse interests in teacher education to secure the most effective cooperation in teacher preparation?
c. Who is and should be responsible for teacher education in a large complex institution? Who should control the selection, counseling and advising of students interested in programs of teacher education?
d. Who should determine the amount, type and kind of general education, specialized subject matter, and professional courses and experiences that should be provided?
e. Who should determine the professional experiences and requirements and recommend for certification?

The Subcommittee on Teacher Education in Multipurpose Institutions held only one meeting in 1952 at which time it was agreed that there was needed a more complete picture of the issues and problems significant and peculiar to teacher education in large universities and institutions. To this end a study of the official visitation reports and records filed with the American Association of Colleges for Teacher Education was arranged and pursued by Dr. Alvin E. Morris under the supervision and direction of Dean W. E. Lessenger, both of Wayne University, Detroit, Michigan. Furthermore, panel and group discussions were arranged and held during the 1952 annual meetings of the North Central Association and the American Association of Colleges for Teacher Education. These meetings were well attended and the discussion helped to make clear the different attitudes and give a more complete picture of the issues and problems involved in programs of of teacher education in multipurpose institutions.

The information gathered through these studies and conferences yielded practically the same problems revealed in the earlier surveys. In short, an analysis of the information enables us to classify the problems in the following areas:

1. Problems of administrative organizational control and institutional policy.
2. Problems involving the cooperative use of facilities and services.
3. Problems concerning the attitudes among the various groups in multipurpose institutions.
4. Problems of subject matter and professional content and requirements in programs of teacher education.

The problems in all areas with the exception of number four can be said to be issues or problems more or less peculiar to the multipurpose institutions. The Subcommittee believes these problems are now worthy of special study to arrive at intelligent and practical solutions helpful to all universities and colleges concerned.

The Subcommittee as now constituted has, therefore, fulfilled its mission in recognizing these problems that are more or less peculiar to multipurpose institutions and worthy of careful study. Attention is further called to the fact that while the problems fall within certain designated areas the approaches to the solution of these same problems vary widely from institution to institution. A survey and study of the various policies, procedures, and approaches within multipurpose institutions would be a worthy contribution and most helpful to all such institutions concerned. This we believe to be a project that should be undertaken.

A change of emphasis, therefore, is necessary and the Subcommittee on Teacher Education in Multipurpose Institutions recommends that the Subcommittee be reconstituted so as to pursue better the scientific studies as well as to make a survey of the practices and procedures used in the solution of problems of teacher education in multipurpose institutions. Such a project could well result in a final report giving a penetrating interpretation of policies, procedures, and practices found useful not only in the administration and control, but with respect to the content and requirements of teacher education. Certainly the common policies and procedures would be revealed, as well as the different types of approaches found successful. The presentation, analysis, and interpretation of such data would be a most valuable contribution.

It goes without saying that if the studies and reports are to give a realistic and complete picture, they should be made under the direction of a committee that is composed of members or representatives from various groups concerned with teacher education in multipurpose institutions. This would demand not only a representative from the Liberal Arts and Professional Education groups, but also a representative from the over-all administration in multipurpose institutions. Also, when matters relative to subject matter and professional content as well as requirements and certification are to be considered, there should be representatives on the committee from the public schools such as a classroom teacher, or a principal, or a superintendent. With a properly balanced committee, the interests of all concerned with teacher education can be considered in studies made or action taken. It is recommended, therefore, that the present committee be reconstituted and given authority to continue within the pattern of teacher education studies of the North Central Association and be requested to give consideration to the conditions and factors suggested and revealed by the Subcommittee on Teacher Education in Multipurpose Institutions.

Respectfully submitted,
F. E. Henzlik, *Chairman*
E. H. Criswell
W. E. Lessenger
K. H. McFall
E. T. Peterson

Report of the Subcommittee on School-Library Study[1]

In 1952 the School-Library Study Committee was created and charged with the responsibility of examining the whole area of school librarianship: services rendered, training needs, availability of training, certification requirements, and other related areas.

I. The Committee's procedure and findings:
 A. The Committee secured from each of the other accrediting agencies statements and literature concerning any approach to the library program that had been carried on for the improvement of librarianship within those associations.
 1. It was discovered that the Southern Association had gone the greatest distance in attempting to spell out the training needs for school librarians. Much use was made of their material in the preparation of this report.
 B. The Committee wanted to determine the requirements for certification of school librarians as established by the certificating and accrediting agencies of the nineteen states.
 1. The certification requirements which affected the accreditation of schools within the respective states varied widely. In some states no specific requirements were mentioned. In sev-

[1] This report was submitted to the Steering Committee of the Commission on Research and Service and to the Executive Committee of the Association in November, 1954. (The institutional identifications of the individual members of this Subcommittee are printed on page 9 of The Quarterly for July, 1954.—Editor.)

eral instances the only statement was, "The requirements of the North Central."

2. A number of statements were very explicit in spelling out titles of courses and in naming numbers of hours. It was not uncommon to find a gradation plan similar to the one which is to become effective for the North Central in 1955.
3. In only one instance did the Committee find requirements within a state to exceed those of the North Central. This was found in the prospectus, *Guide to Supervision, Evaluation, and Recognition of Illinois Schools.*

C. In order to determine the availability of training, the Committee secured catalogues from 108 of the 133 colleges and universities in the nineteen-state area which offered courses in library science. The library science offerings of these 108 colleges were analyzed during the summer of 1953.
 1. Thirty-three of these colleges offered 24 or more semester hours, thirty-seven offered 15 to 23 semester hours, and thirty-eight 4 to 14 semester hours.
 2. At least one college in each of the nineteen North Central states offered 15 or more semester hours. In six, or approximately one-third of the nineteen states, there was no college which offered 24 or more hours.
 3. Twenty-eight of the thirty-three colleges offering 24 or more semester hours offered programs of a major for the Bachelor's degree, the Master's degree, or the Doctor's degree.
 4. An analysis was made to determine the pattern of offerings in the seventy five schools giving less than 24 semester hours. There appeared to be four major areas of instruction as determined by frequency of mention:
 a. Administration
 b. Organization of library materials
 c. Selection and content of books
 d. Reference and bibliography
 5. This information indicates that those colleges which offered 4 to 21 semester hours recognize that instruction should be given in the following broad fields; philosophy, principles and purposes of school libraries and librarianship; content, selection, and use of materials; organization of materials; and administration of school libraries.

D. The Committee had planned to conduct an opinion poll of librarians and administrators concerning the training needs of the school librarian. The chairman of the Committee attended the conference of the State Chairmen in Laramie, Wyoming, in September, 1953, to discuss necessary procedures. However, in the interim, a Master's thesis was discovered which had been presented to the University of Chicago in 1951 by Ruth M. Ersted entitled, *The Education of School Librarians.* This thesis contains a compilation of information secured from school librarians relating to the same questions with which the Committee was concerned. A copy of this thesis was secured and a very careful analysis made of it.
 1. Ersted worked from four basic hypotheses. While not stated here, they were sufficiently supported by the evidence discovered to be considered valid assumptions for her proposal of "A Basic Program of Education of School Librarians." Briefly, the basic program consists of:
 a. A broad general education consisting of at least two years of college with survey courses in the humanities, social sciences, and natural sciences.
 b. The same basic program of professional education required of prospective teachers.
 c. Specific courses in library science. These courses were very carefully spelled out, even to course content.

E. Also available to the Committee were the standards of the AACTE in evaluating the quality of teacher training institutions, particularly with respect to offerings in library science. The AACTE has been in close working relationship with the American Library Association.

F. Based upon the materials that were surveyed and the discussions that took place in several Committee meetings, an outline of courses was drafted as an example of what might be considered acceptable areas of training. Six major areas constituting the basic program are:
 a. Selection and use of books and related materials (3 hours)
 b. Organization of school library service (3 hours)
 c. Administration of the school library (3 hours)
 d. Reference service in the school library (3 hours)
 e. Directed teaching in school li-

brary (2 or 3 hours)
f. Reading and guidance in the school library (2 or 3 hours)

NOTES: 1. Upon this core, continued professional training in librarianship should be based. This training might include work in areas such as curriculum, audio-visual instruction, developmental reading, and other related fields.
2. In suggesting the areas to be included in the basic core of training in library science, the Committee agreed that the N. C. A. Regulations should not include course outlines. Details for the organization and administration of the suggested programs in library science are the prerogatives and responsibilities of the institutions offering the programs.

II. The Committee's recommendations:
Based upon all of the foregoing information, the Committee recommends to the appropriate group of the North Central Association for action:

A. That Regulation III. B. 1. a. regarding the librarian be changed to read as follows:
1. In schools with an enrollment of 500 or more pupils, the librarian is a full-time librarian. In schools with an enrollment of 200–499 pupils, the librarian may be a full-time librarian or a part-time librarian, at least half of whose time is devoted exclusively to the library. In schools with an enrollment of fewer than 200 pupils, at least two periods a day of the part-time librarian's time are devoted exclusively to the library.

B. That Regulation III. B. 1. b. regarding the librarian be changed to read as follows:
1. The librarian meets the requirements of Regulation III. A. 1. and 2. In addition, the librarian has completed a minimum of 15 semester hours of library science in the following areas:
a. content, selection, and use of school library materials;
b. organization of school library materials for use, including cataloging;
c. principles, purposes, and philosophy of school librarianship; and
d. administration, observation, practice, and field work.
2. This minimum of 15 semester hours does not invalidate nor reduce the need and desirability for additional professional training but is the core upon which such additional training is based.

C. That Regulation III. B. 2. regarding assistants be changed to read as follows:
1. In schools with an enrollment of fewer than 500 pupils, provision shall be made for an adequate number of clerical and/or pupil assistants.
2. In schools with an enrollment of 500 or more pupils, an additional full-time librarian shall be provided for each additional 750 pupils or major fraction thereof. Provision shall also be made for an adequate number of clerical or pupil assistants.

D. That Regulation XI. A. and B. regarding library expenditures be changed to read as follows:
1. That part of the annual secondary school budget devoted to expenditures for library material varies according to the size of the school; the smaller the school, the greater the pupil per capita expenditure. A minimum amount of $400 is expended annually in each secondary school for the purchase of appropriate library materials exclusive of encyclopedias, supplementary sets designed for classroom use, and audio-visual materials.
2. The budget is planned in accordance with the library needs as shown by the school's objectives for library service and the annual library inventory. The following scale of annual expenditures is recommended as a guide.
a. Schools with an enrollment of 500 or more pupils expend a minimum of $1.50 per pupil.
b. Schools with an enrollment of 200 to 499 expend a minimum of $2.00 per pupil.
c. Schools with an enrollment of fewer than 200 expend a minimum of $400.
3. Recognizing that library expenditures may vary from year to year, a reasonable deviation from the recommended minimum annual expenditure may be accepted when approved by the State Committee.

E. That Criterion II. D. regarding library service be changed to read as follows:
1. The library is easily accessible to pupils, adequate in size, and attrac-

tive in appearance.

2. Adequate provisions for the school library should include the following:
 a. library personnel consistent with Regulation III. B. 1. b;
 b. library materials to supply the needs for reference, research, and cultural and inspirational reading;
 c. provision for keeping all materials well organized for use;
 d. a budget which provides adequately for the maintenance and improvement of the library;
 e. encouragement of pupils in the development of the habit of reading and enjoying library materials of good quality and real value; and
 f. continuous and systematic use of the library by teachers as individuals and with class groups.

F. That Criterion III. B. regarding the librarian remain unchanged.

G. That Criterion V. E. 2. regarding the library be changed to read as follows:
 1. Materials—remain unchanged.
 2. Location and Equipment
 a. The library or combination library-study hall, should be easily accessible and should accommodate approximately 10 per cent of the enrollment. It is desirable to have no more than one hundred pupils in the same room for library purposes. It should be attractive in appearance, and should contain standard library equipment, such as: reading tables, desks or deskchairs, chairs, librarian's desk, cabinets for card catalogs, magazine and newspaper racks, dictionary stands and filing cabinets, and adequate, appropriate, and easily accessible workroom space.[2] In judging the adequacy of library space, including work space, consideration should be given to modifying factors in individual schools and to the extent to which library facilities are decentralized.
 b. The record system should include a shelf list and card catalog and should be classified by the Dewey Decimal system or other classification system acceptable to the State Committee. The central library may be supplemented by departmental or classroom libraries of frequently changed materials appropriate to the work of individual classes.

III. Summary

A. The recommendation for changes in Regulations III. B. 1. b. in particular, and the other Regulations and Criteria in general are based upon the Committee's conviction, supported by evidence, that the part-time librarian needs basically the same professional education as does the full-time librarian. The objectives of the school library are the same in a school with an enrollment of fewer than 100 pupils as in a school with an enrollment of 1,000 or more pupils. The part-time librarian, having less time to give to library service, is under increased pressure and probably needs greater skill and ability to give adequate service than is the case with the full-time librarian. The Committee believes that the present Regulation III. B. 2. cannot be justified in terms of sound educational philosophy and can only be explained on the basis of economic pressures and expediency.

B. If small and large school libraries have the same objectives, if the part-time librarian requires the same professional skills and abilities as does the full-time librarian, and if both require a background of teacher education and general education, it appears realistic to require the same minimum professional education of all school librarians. There appears to be general agreement that 15 semester hours of library science is a realistic and reasonable minimum.

C. From an analysis of the material, three basic conclusions appear to support the recommendations:
 1. The number of pupils in a school is not a valid criterion for the amount of professional training needed by the school librarian. The *Evaluative Criteria* asks, "How adequate are the provisions for the library staff?" rather than "How many hours in library science does the librarian have?"
 2. A requirement of 15 or more semester hours in library science is becoming accepted as a basic minimum requirement for the school librarian.
 3. Library training to this extent is available since at least one college or university in each of the nineteen North Central states offers 15 or

[2] Quality of service and adequacy may be measured by the use of Section F, Library Services, of the *Evaluative Criteria*.

more semester hours of library science

IV. The Committee is aware of the need for emphasis on a recruitment and selection program for school librarians and suggests that attention should be given to this program.

V. With the presentation of this report, the work assigned to the School Library Sub-Committee will be completed.

Respectfully submitted,
The Library Study Committee
WALTER L. COOPER, *Chairman*
L. R. KILZER
LOUISE REES
JESSIE TURNER
EUGENE WILSON

REPORT OF THE SUBCOMMITTEE ON SOCIAL EXPERIENCES AND HIGH SCHOOL ORGANIZATIONS[1]

AN EXPLORATORY COMMITTEE, concerned with the study of the effect of high school fraternities and sororities on the school program, made a survey to secure preliminary information and sponsored related discussion groups at the annual North Central meetings in 1950 and 1951. The participants in these discussion groups evidenced concern about the problem of providing social experiences for high school youth through organized activities within the school program, as well as concern for the problems found in conjunction with organizations which have been formed outside the school but have a direct effect upon the program of the school.

The participants in the discussion groups evidenced much interest in the development of an instrument which could be used for evaluating organizations or activities. A number of the participants indicated an interest and willingness to participate in a further study of high school organizations as they related to social experiences. As a result of the discussions in the meetings of the North Central in 1950 and 1951, a sub-committee on Social Experiences and Organizations of the Research and Services Commission of the North Central Association was organized and charged with the responsibility of developing a study to assist secondary school personnel in examining organizations which provide social experiences and activities for high school youth.

In carrying out this assignment a committee has developed a statement defining social organizations, together with some guiding principles and criteria for evaluating these organizations. To implement the application of these principles to local situations, the committee has developed (1) A Check Sheet for the Use of Basic Criteria for Faculty Study of Organizations Which Provide Social Experiences, (2) A Student Activities Participation Inventory Sheet, and (3) A Principal's Summary Sheet. In cooperation with the North Central state chairmen, these criteria and instruments were submitted to a selected group of schools for the purpose of determining the effectiveness of these materials in assisting secondary school personnel with the study and evaluation of the organizations and activities that affect the social experiences of high school youth. Sixty-five schools examined the materials and forty of them used the materials in making a preliminary study. An analysis of the appraisal of the materials as reported by the high school principals and their faculties indicated the following:

1. The statement defining organizations that provide social experiences, together with the guiding principles and basic criteria which may be used for evaluation, were well accepted because they made a significant

[1] Submitted to the Steering Committee of the Commission on Research and Service and to the Executive Committee of the Association in November, 1954. (See THE QUARTERLY, July, 1954, page 9, for the institutional connections of the respective members of this Committee.—EDITOR.)

contribution in assisting local school personnel in studying their program and in identifying their problems.

2. There appeared to be a high degree of interest on the part of secondary school personnel in studying and evaluating the organizations which provide social experiences for high school youth.
3. The use of the Student Activities Participation Inventory revealed a wide range between excessive and no participation of high school students which suggested to the faculty the need for further study of the program.
4. A number of responses indicated that the use of the "Check Sheet for Use of Basic Criteria for Faculty Study of Organizations Which Provide Social Experiences" gave faculty sponsors new insights into the relationship of their organizations to the total educational program and the extent to which they function in harmony with good educational practice.
5. Many responses indicated that such a study provides another avenue for cooperative participation of faculty members in working on common school problems.
6. The "Student Activities Participation Inventory" provided an opportunity for involving parents and students in studying the program.

It is therefore recommended that the material developed by this sub-committee be adapted by the appropriate committee so that it can be used for study purposes by member schools to provide the total faculty with new insights into the relationship of organizations to the total educational program and the extent to which these organizations function in harmony with good educational practice. It is further recommended that, regardless of the form this study takes, consideration should be given to the following:

1. The materials be developed in such a form that they can be used by a total faculty for study over a school year.
2. The chief concern be the values that accrue from self study, rather than the reporting of findings to the state committee for the evaluation of a particular school system.
3. School systems be invited to report the results of their study to the state committee for the purpose of: (a) providing supporting evidence of the quality of their respective total programs, and (b) providing a central source of materials for other schools, which may be seeking to improve their programs in this area.

The instruments that have been developed for use by the pilot schools, with some suggested modifications, are attached to this report.

The committee suggests that, if this report is adopted and the program is to be implemented, the attached materials which have been tried out in the pilot schools be incorporated into any self-evaluating instrument that is developed.

The committee feels that the submission of this report concludes the work that it was originally charged to carry out. It is therefore recommended that the committee be discharged.

Respectfully submitted,

BYRON L. SHEPHERD, *Chairman*
MARVIN L. BERGE
WALTER L. COOPER

NOTE: Appended to the Committee's report was the following statement of definitions, principles, and criteria, as revised on October 4, 1953.—EDITOR

I. Definition of Social Organizations
 A. For the purposes of this study, the committee recognizes three types of groups specifically organized to provide social experiences.
 1. Those organizations and clubs which have their origin within the school
 2. Those organizations which are affiliated with some parent organization outside of the school
 3. Organizations which have their origin outside of the school but which influence directly or indirectly the social life of the school

II. Statement of Guiding Principles
 A. The four basic factors in recognizing the needs of all youth are socialization, recreation, motivation, and education.
 B. All social experiences provided for youth should recognize the following basic satisfactions:
 1. A sense of belonging (identification)
 2. A sense of allegiance to the group (security)
 3. A sense of achievement (prestige)

4. A sense of social competence (social recognition)
5. A sense of adventure (fun, recreation)

C. Opportunity should be provided for all individuals to obtain membership in any club, group, or activity which is sponsored by or permitted to operate in the school, provided they meet the qualifications set up for such membership.

D. All social experiences provided by clubs or groups should be evaluated in terms of the contribution they make to the individual student and to the life of the school.

III. Basic Criteria for Faculty Study of Social Organizations

A. Philosophy

1. The program of the school should be a vital part and be consistent with accepted practices of good secondary schools and based upon a sound educational philosophy.

B. Organization and administration

1. The organization and administration should be guided by definite written policies which clearly define and delegate authority. These policies should provide:
 a. That the control of all activities be vested in the administrator in charge of the secondary school program.
 b. That the opportunity be provided for the involvement of students, teachers, and parents in the formation of such policies.

C. Group supervision and leadership

1. The supervision and leadership of all groups should be assigned to personnel meeting defined qualifications to more likely insure success of the program and assure responsibility to the executive head of the school or individuals so designated by him.

Selection of membership

1. The membership of any club, group, or activity shall be open to all who can meet the qualifications for membership as set up by the respective club, group, or organization.

E. Participation

1. The purpose of clubs, groups, and organizations should recognize social experiences which meet the basic needs of youth and, therefore, the program should provide for the many kinds of interests expressed by youth.

F. Evaluation

4. Evaluation of the program should be a continuous process and should involve students, teachers, and parents.
2. Evaluation should be in terms of the guiding principles and the criteria as stated.

NOTE: The three forms mentioned in paragraph three are printed on the following pages. These forms are (1) "Check Sheet for the Use of Basic Criteria for Faculty Study of Organizations Which Provide Social Experiences," (2) "Student Activities Participation Inventory Sheet," and (3) "Principal's Summary Sheet."—EDITOR.

REPORT OF THE SUBCOMMITTEE ON ARTICULATION OF HIGH SCHOOLS AND COLLEGES[1]

Progress Report as of November 1, 1954

1. *Membership:* At the time of its first meeting on October 23, 1954, the Sub-committee included the following members:

 Mrs. Pauline Galvarro, Dean of Students, National College of Education, Evanston, Illinois

 Miss Brunhilde Fleer, Director of Guidance, King High School, Milwaukee, Wisconsin

 Mr. Russell Bollinger, Dean of Students, Manchester College, North Manchester, Indiana

 Mr. Clyde Vroman, Director of Admissions, University of Michigan, Ann Arbor, Michigan

 Mr. George E. Hill, Professor of Education, Ohio University, Athens, Ohio (*Chairman*)

 Subsequently, Miss Fleer has had to withdraw and a successor is to be chosen. An additional high school representative, probably a high school principal, is to be appointed. At the first meeting Mr. Don Feather represented Mr. Vroman.

2. *First Meeting:*

 The Subcommittee was convened by Mr. J. Fred Murphy on October 23 in Chicago. Mr. Murphy described the committee's commission as an "exploratory subcommittee for one year." Whether or not the subcommittee is to continue beyond the one year will depend upon the nature of the task developed.

3. *Report of Progress to Date:*

 What follows is chiefly the product of the

(*Continued on page 254*)

[1] Submitted to the Steering Committee of the Commission on Research and Service and to the Executive Committee of the Association in November, 1954.

CHECK SHEET FOR USE OF BASIC CRITERIA FOR FACULTY STUDY OF ORGANIZATIONS WHICH PROVIDE SOCIAL EXPERIENCES

Name of Organization _____

	Check: Yes	Check: No*
A. Philosophy		
1. Are the objectives of this organization clearly stated?	_____	_____
2. Are the objectives of this organization consistent with the stated educational philosophy of your school?	_____	_____
3. Have the objectives of the organization been developed:		
a. by students	_____	_____
b. by faculty	_____	_____
c. by parents	_____	_____
d. cooperatively	_____	_____
4. Is the statement of the objectives of this organization available for public inspection?	_____	_____
B. Organization and Administration		
1. Are there policies which clearly define and delegate responsibility?	_____	_____
2. Who participated in the formulation of these policies for the organization?		
a. students	_____	_____
b. principal	_____	_____
c. faculty	_____	_____
d. parents	_____	_____
e. cooperatively	_____	_____
3. Has this organization been approved or chartered by:		
a. the principal	_____	_____
b. principal and faculty committee	_____	_____
c. student council	_____	_____
d. (others) _____	_____	_____
4. Does the organization have a definite plan for reporting activities to those who share the overall responsibility for the school?	_____	_____
C. Group Supervision and Leadership		
1. Are the adult sponsors selected on the basis of their qualifications?	_____	_____
2. How are the sponsors selected?		
a. appointed by principal	_____	_____
b. elected by membership of the organization	_____	_____
c. selected by a faculty committee	_____	_____
d. volunteers	_____	_____
e. (others) _____	_____	_____
3. Are the responsibilities of the student leaders clearly outlined?	_____	_____
4. Are student leaders selected on the basis of their qualifications to meet these responsibilities?	_____	_____
5. Is there provision for systematic reporting of organizational activities to the coordinator of activities?	_____	_____
D. Selection of Membership		
1. Are there criteria for eligibility to membership in the organization?	_____	_____
2. Are these criteria consistent with the educational philosophy of your school?	_____	_____
3. Are all persons who are eligible under the criteria permitted to become members if they so desire?	_____	_____
4. Are there any criteria established which must be met in order to retain membership?	_____	_____
5. Is the membership roll available for public examination?	_____	_____

* A third column could be added which would give an opportunity to make qualified statements showing the degree to which the particular item pertains. It is suggested that a similar scale to that used in the special criterion studies could be used effectively.

E. participation

1. Does a majority of the members of the organization participate in the activities sponsored by the group? _____ _____

F. Evaluation

1. Are there provisions for continuous evaluation of the organization in terms of its objectives? _____ _____
2. Is the evaluation made by:
 a. school administration _____ _____
 b. sponsors _____ _____
 c. members _____ _____
 d. cooperatively _____ _____

STUDENT ACTIVITIES PARTICIPATION INVENTORY

Please fill in carefully.
Write in the name of any club or activity you do not find listed.

I. *School Sponsored Clubs, Activities and Organizations*	*Numbers of Meetings** *Week*	*per or* *Month*
A. Athletic Teams		
1. Football		
2. Basketball		
3. Baseball		
4. Tennis		
5. Track		
6. Swimming		
7. _____		
8. _____		
9. _____		
B. Music Groups		
1. Glee Club		
2. Band		
3. Orchestra		
4. _____		
5. _____		
C. Student Council		
1. Officer		
2. Representative		
D. School Publications		
1. Yearbook		
2. School paper		
E. Clubs		
1. Mathematics		
2. Science		
3. English		
4. Language		
5. Commercial		
6. Art		
7. Home economics		
8. Industrial arts		
9. Physical education		
10. _____		
11. _____		
12. _____		
13. _____		
14. _____		
15. _____		

* The individual school may wish to define the time schedule for reporting meetings to fit its own needs.

F. Service Groups
 1. Hall monitor _____ _____
 2. Library assistant _____ _____
 3. Office assistant _____ _____
 4. _____ _____ _____
 5. _____ _____ _____

II. *Groups Affiliated with the School*
 A. Hi-Y _____ _____
 B. Y-Teen _____ _____
 C. Kiwanis Key Club _____ _____
 D. Junior Rotarians _____ _____
 E. _____ _____ _____
 F. _____ _____ _____

III. *Groups Outside of School*
 A. Church Groups
 1. _____ _____ _____
 2. _____ _____ _____
 3. _____ _____ _____
 B. Fraternal Organizations
 1. De Molay _____ _____
 2. Rainbow _____ _____
 3. _____ _____ _____
 4. _____ _____ _____
 5. _____ _____ _____
 C. Social Groups
 1. _____ _____ _____
 2. _____ _____ _____
 3. _____ _____ _____
 4. _____ _____ _____
 D. Other Groups _____ _____
 1. Scouts _____ _____
 2. Camp Fire Girls _____ _____
 3. _____ _____ _____
 4. _____ _____ _____
 5. _____ _____ _____

IV. Groups or clubs of which I would like to be a member but have not had the opportunity:

V. If participation in activities is limited, state some of your reasons:

VI. Suggestions for making activities more attractive:

Name _____†

Grade _____ Sex _____

† Each school may determine whether it will request that this questionnaire be signed. If the findings are to be used by the faculty or guidance personnel in a study of the school program and the guidance of individual students, it may be of more value to have the student's signature.

PRINCIPAL'S SUMMARY SHEET

(Please check the word which more nearly describes the general situation in your school.)

	Extensively	*Moderately*	*Limited*
1. Are the purposes of the organization which you have studied consistent with the educational philosophy of your school?			
2. Have policies been developed for the delegation of responsibility to those who sponsor organizations?			
3. Are the lines of communication sufficiently well established to keep you well informed as to the activities of the organizations?			
4. Is the supervision adequate to keep the activities of the organization in harmony with the purposes of the organization and the philosophy of the school?			
5. Is the leadership effective in keeping the activities of the organization in harmony with the purposes of the organization and the philosophy of the school?			
6. Has a defensible set of criteria been established for determining membership in the organization?			
7. To what extent are those admitted who can meet the criteria for and who desire membership in the organization?			
8. Do students in your school participate in organized activities?			
9. Are the numbers and types of organizations sufficient to provide for the varied interests and needs of your students?			
10. Are provisions made for adequate evaluation of the organizations?			

Subcommittee's first meeting. This session was devoted to preliminary exploration of the very broad field assigned to it.

Some of the Problems of High School-College Articulation

From some examination of a very rich literature on this matter and from our own observations, the subcommittee identified the following as some of the most pressing aspects of the matter of high school-college articulation:

a. Variable instructional procedures in secondary schools and colleges as contributing to adjustment problems of college students, especially in their first year of college.
b. Curriculum co-ordination between secondary school and college. This includes overlapping areas of instruction, provision of proper sequence and emphasis (as, for example, in American History), and the proper selection of high school courses in relation to college needs.
c. Identification and assessment of the competencies needed by students for success in college. The studies of prediction have typically been limited to a few measurable abilities and do not cover the wider range of competencies which we sense college requires.
d. Methods of identifying gifted students and of stimulating them, both in high school and in college, to make the most of their talents. This includes the problem of the highly gifted who do not see in college an important opportunity for developing their abilities.
e. Clarification of the responsibilities and functions of secondary schools and colleges in providing for the "rising tide of enrollments" in the next few years.
f. Promoting the flow of information both ways between secondary schools and colleges. This includes the great variety of means used to interest students in attending colleges, as well as the informational services of schools and colleges.

This list does not by any means exhaust the possibilities of study. The Subcommittee is mindful of the excellent work done on these questions by other groups and persons. We especially recommend the wide reading and use of the report of the North Central's Com-

mittee on High School-College Relations, "Co-operation Between Secondary Schools and Colleges," which appeared in THE QUARTERLY for January, 1951.

The recent preliminary edition of *Guide to High School-College Relations for Registrars and Admissions Officers* prepared by Clyde Vroman for the American Association of Collegiate Registrars and Admissions Officers is another useful document for *both* secondary school and school and college people.

Approaches to the Sub-Committee's Work

The Subcommittee discussed at length two dimensions of its work:

a. Should it attempt a rather broad and somewhat sketchy study of several of these problems? Or should it make an intensive investigation of one area of the problem?
b. Of the various aspects of the problem, which should be included within the Subcommittee's consideration?

On the first of these questions the Subcommittee was unanimous. It was decided that we would recommend the intensive study of a problem. We feel that more fundamental research is needed on any and all of the matters listed above.

On the question of which problem to select, after considerable discussion, problem 3-c of the foregoing list was selected.

IDENTIFICATION AND ASSESSMENT OF THE COMPETENCIES NEEDED BY STUDENTS FOR SUCCESS IN COLLEGE

Why Study the Competencies Question?

The Subcommittee, after deciding to select one area for intensive study, then set up a few criteria by which to select the area of study:

a. It must be of vital concern to both secondary schools and colleges.
b. It must be an area within which rather specific tasks can be identified and responsibilities assigned.
c. It must be an area regarding which there are available data.

It was felt that the matter of competencies for success in college met all three of these requirements.

Recommended Procedures for Studying the Competencies Question

a. The Subcommittee briefly explored the question to determine if, out of its own experience, it could identify competencies. The following partial list was forthcoming:
 (1) Good vocabulary
 (2) Objectivity in approach to problems and problem situations
 (3) Good study habits and study skills
 (4) Reading ability and interest
 (5) Emotional and personal adjustment
 (a) Flexibility in human relations
 (b) Self-confidence based on realistic self-appraisal
 (c) Ability to make decisions
 (d) Ability to manage time and money
 (6) Motivation
 (7) General intelligence
b. The following lines of inquiry were identified
 (1) Analysis of the literature. This was explored to the extent of identifying major sources and assignment of responsibility for summarizing these before our next meeting.
 (2) A study of the competencies actually called for in the college situation as revealed by analysis of study demands, living demands, etc., among representative groups of college students. This could take the form of a sort of "job analysis" of the life of the college student. It was agreed that this would need to be done in a variety of college communities and with students of various interests. The colleges and universities represented in the Subcommittee cover several of these types.
 (3) A study of the competencies that teachers and personnel workers in colleges and universities think they are calling upon.
 (4) Identification of "Successful" and "Unsuccessful" students in colleges and a comparison of their competencies. The criteria of "success" would have to be very carefully defined so as to cover more than the typical study based only on grade point average.
 (5) A study of the bases upon which students are recommended for admissions and scholarships with comparison of the findings with those of such studies as numbers (2), (3), and (4) above.

Next Steps

As noted above, various members of the Subcommittee have agreed to explore various segments of the literature.

It was agreed that this exploration of the literature would be completed by December 15, 1954.

It was agreed that the Subcommittee should meet next in January, 1955.

Respectfully submitted,
GEORGE E. HILL, *Chairman*

REPORT OF THE SUBCOMMITTEE ON READING IMPROVEMENT[1]

THE SUBCOMMITTEE met on November 6, 1954, in the Palmer House, Chicago. The following members were present:

Russell Cosper, Purdue University, Lafayette, Indiana (*Chairman*)
Stanley Davis, University of Omaha, Omaha, Nebraska
Eona DeVere, Public Schools, Chicago, Illinois
Paul L. Dressel, Michigan State College, East Lansing, Michigan
Gwin Horsman, Public Schools, Detroit, Michigan
J. Fred Murphy, Public Schools, Indianapolis, Indiana (*ex officio*)

The first part of the discussion was concerned with orientation and organization. Three of the members are primarily concerned with secondary education, three with college education. Each has a background of experience to draw on. Mr. Murphy, vice-chairman of the Commission of Research and Service, outlined the structure and purposes of the North Central Association.

The Steering Committee and the officers of the Commission have requested the Subcommittee to present a panel discussion on the improvement of reading at the annual meeting of the Association, March 23. This panel was discussed and tentative nominations for participants were made. It is planned to devote approximately an hour to a presentation by the panel of the main considerations in improving reading, and to allow a half hour for discussion from the floor.

After considering how the Subcommittee might best serve its functions, the following suggestions were made:

1. Brief reports on good reading instruction in various institutions might be made available to the members of the Association.
2. A directory of schools and colleges most actively engaged in reading improvement programs might be useful to institutions seeking advice.
3. The Subcommittee might well investigate past practices in reading instruction and compare them with current methods and techniques. From such an investigation it might be possible to predict something of the direction reading improvement is taking.
4. Bibliographies of reading improvement might be made for distribution to members.
5. The Subcommittee should be prepared to receive and transmit information on the methods of improving reading skills.

The broad question of reading improvement was narrowed for the work of the Subcommittee to these six topics:

1. The present status of instruction and achievement. Allied with this is the problem of informing the public as well as our colleagues on what is now being done in schools and colleges.
2. The relationship between critical thinking and reading proficiency.
3. Ways of stimulating vocabulary development.
4. The wise use of achievement tests. The Subcommittee disapproves of the use of "grade level" as a measure of progress.
5. Developmental reading as a continuum. The improvement of the proficiency of non-remedial readers may vary from intermittent attention in all class rooms to intensive specialized classes.
6. The complexity of the reading process. Motor skills, retention, critical evaluation, vocabulary, rate and amount of comprehension, awareness of structure—all these play a part.

As a general attack on reading improvement, the Subcommittee agreed further to investigate present attitudes, both professional and lay, toward the achievement of our students; to search for examples of the best current practices; and to assemble suggestions for the improvement of instruction.

Respectfully submitted,
RUSSELL COSPER, *Chairman*

[1] Submitted to the Steering Committee of the Commission on Research and Service and to the Executive Committee of the Association in November, 1954, as a progress report.

SUMMARIES OF CONFERENCES ARRANGED BY THE COMMISSION ON RESEARCH AND SERVICE, MARCH 24, 1954, AT CHICAGO

ONE OF THE MOST widely attended features of the Annual Meeting of the Association is the discussion groups which treat timely topics selected by committees of the Commission on Research and Service. At the Fifty-Ninth Annual Meeting, the Commission set aside the afternoon and evening for thirteen programs of this character. Summaries of the following have been submitted for publication:

"How can the program of articulation between high schools and colleges be extended to include the content of continuing subject matter fields?"

"How can a community through the professional staff and lay public 'Preserve our Freedom' from unjustified attacks on education?"

"What is the distinctive role of the liberal arts college, the teachers college, and the university, in teacher education?"

"What may be the secondary school curriculum of the next quarter century? How can its development be stimulated?"

"What is the role of television as a vital factor in education?"

"Your student council can build a great school"

"Practices in the teaching of controversial issues"

"Improved educational opportunities for gifted youth"

"Citizenship education for today's youth"

Conference No. 1

"How can the program of articulation between high schools and colleges be extended to include the content of continuing subject matter fields?"

Participants

LEON S. WASKIN, Chief of Elementary and Secondary Education, State Department of Public Instruction, Michigan (*Chairman*)

J. ANDREW HOLLEY, Dean, School of Education, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma

DANA WHITMER, Assistant Superintendent of Schools, Gary, Indiana

One of the first generalizations made was the articulation in a unique problem of a decentralized, democratic school system. This kind of a problem simply does not exist in the highly centralized school systems of Europe. In the United States the existence of the problem has been recognized and several different approaches towards its solution have been attempted. The traditional attempt at solution has been to try to achieve articulation through so-called integration of subject matter. As a matter of fact the statement of the topic for this group appears to assume that such articulation in content is desirable. Recent developments raise some questions about the desirability, feasibility, and effectiveness of such efforts.

In the first place each level of education has certain unique functions. These functions must be recognized and respected by educators of other levels. Secondly, current programs in different states seem to tend predominantly toward a cooperative approach to find solutions to problems of mutual concern to the different educational levels. It should be noted that articulation is not solely a problem of general education. It also exists in different areas of special education such as vocational education.

Some of the most promising developments in the area of articulation appear to be emerging from the cooperative efforts of certain high schools working on a peer basis with representatives of

the colleges to which some of the graduates of these high schools go. Among such efforts the following may well be mentioned. In Michigan this cooperative activity has manifest itself in a three-pronged approach. The Michigan Secondary School-College Agreement Program, while designed basically as a program for the improvement of the secondary school curriculum, does provide through area conferences held in a camp setting opportunity for elementary, secondary, and college personnel to meet and discuss problems without attempts at domination by any level. In addition, a high school-college relations committee meets regularly and considers such problems as college days, reports from colleges to high schools concerning admission and later performance of students, etc. The third activity involves the establishment of cooperative relations by a college with its clientele in the area served by the college.

A reversal of the last approach is being attempted to Gary Indiana. There the schools are obtaining information from the colleges to which they send their graduates on such matters as academic success at the college, the emotional and social adjustment of the students, and other related problems. Case studies are being written up and the Gary schools are now looking at their own program to see what improvements can be made to facilitate the adjustments of their graduates who do go on to college. Minnesota also has a committee on high school-college relations which holds meetings in different areas of the state. Kenyon College, Gambier, Ohio, has also established cooperative relations with the schools in its area. All of the examples reported at this meeting stressed the need for continued, unemotional, cooperative study and discussion by schools at all educational levels.

The meeting concluded with a discussion of the following issues: (1) Is the granting of college credit for high school work the answer to the problem of articulation? Isn't it enough to recognize such additional work done by the high school graduate by permitting him to enroll in more advanced courses at college? (2) Is acceleration the answer to the problem of articulation? (3) Does the growth of community colleges alter the nature of the articulation problem?

No attempt was made to reach consensus on these issues. There did seem to be agreement that now it was probably more important to continue to establish desirable cooperative relationships so that problems could be discussed in an atmosphere free of suspicion and distrust than perhaps to concentrate on finding immediate solutions to the difficult and pressing problems in articulation.

LEON S. WASKIN

Conference No. 2

"How can a community through the professional staff and lay public 'Preserve our Freedom' from unjustified attacks on education?"

Participants

GEORGE WELLS, Superintendent of Schools, Bloomington, Illinois (*Chairman*)

GORDON JONES, Past-President of the Illinois State Chamber of Commerce, President of Rowe-Peterson Company, Evanston, Illinois

CLYDE CAMPBELL, Chairman, Department of Education Administration and Supervision, Michigan State College, East Lansing, Michigan

HERBERT M. HAMLIN, Professor of Agricultural Education, University of Illinois, Urbana, Illinois

GALEN SAYLOR, Chairman, Department of Secondary Education, University of Nebraska, Lincoln, Nebraska

GERALD W. SMITH, Superintendent, Community High School, Elmwood Park, Illinois

The problem of cooperative action

by the professional educational staff and the lay public to defend the schools from unjustified attacks was discussed by the participants named above and by an audience of forty.

The panel divided its work among its members. The types of attack were identified following which the services of groups and individuals in meeting the attacks were evaluated. The help that might be had from Chambers of Commerce, Advisory Councils, institutions of higher education, and the leadership of the local superintendents of schools were considered.

Attacks on schools seem to come largely from self-appointed guardians of the public who desire to impose thought control through pressure groups. The great debate over the fundamental purposes of education now going on is good in itself, but education must guard itself against attacks that come from malice or ignorance on the part of the attackers. Efforts to make the educator a villain and the public school the scapegoat for all the current ills of society are common. The school must face and answer charges that the fundamental subjects and the development of character, morals, and good citizenship is being neglected.

Chambers of Commerce can be of great value as agencies in informing the public about the schools. Available devices are numerous, and many have been very successful in practice. Examples would include BIE days and the converse, associate memberships in chambers of commerce for school people, chamber of commerce committees to attend board of education and faculty meetings; chambers of commerce, through committees working with teachers' committees from the social science department, might draft a statement of social philosophy to which all could subscribe; and these organizations could make job surveys and assist the school in guidance programs and job placement.

Advisory Councils to boards of education can be of great help in meeting attacks on the schools and school people. Councils can be the means of getting boards of education, administrators, teachers, and lay citizens to work together. School policies that can be defended can be evolved by joint action. Public opinion pools taken by Advisory Councils will put the public on record as to its educational beliefs and to the answer to idle, unpredicated talk of an unfavorable nature. Advisory Councils may be helpful in forming public opinion on such topics as the schools' building program, what values the schools are to uphold, how the school shall deal with controversial issues, to what extent and on what terms the schools are to serve adults. Through the Advisory Councils, a united front of citizens and school people to meet the schools' problems may be secured.

Institutions of higher learning may help the schools in a number of ways. School publications, conferences, and work with lay citizens are direct methods of dealing with attacks. Some of our troubles come from confused thinking on school problems. Getting the educational house in order may be helped by the institutions of higher learning. Universities can be helpful in organizing advisory groups at local, state, and national levels.

The administrator must accept the primary responsibility for local leadership in meeting attacks. As resources, he should be aware of the board of education, the staff, community groups, consultant services, and the like, and he should use these resources to maximum advantage. Administration should take the lead in creating a defensible curriculum in basic educa-

tion. The administrator should avoid calling all criticism unjustified; and after taking an honest look at honest criticism, should admit errors that do exist and correct faulty practices. Above all, the administrator must persevere despite all attacks, just or unjust, for the cause of education must go forward.

A strong suggestion came from the group that since many of the recent attacks on the schools were at the national level, published in nationally circulated magazines, steps should be taken to defend the schools in the same forum.

Submitted by
WALTER L. COOPER, *Vice Chairman*
Commission on Research and Service

Conference No. 3.

"What is the distinctive role of the liberal arts college, the teachers college, and the university, in teacher education?"

Participants

GEORGE E. HILL, Professor of Education, Ohio University, Athens, Ohio (*Chairman*)
E. EARLE HOSHALL, Professor of Education, and Chairman, Department of Education, Ohio Wesleyan University, Delaware, Ohio
WALDO E. LESSENGER, Dean of Education, Wayne University
KARL MASSANARI, Acting Dean, Goshen College, Goshen, Indiana
WALTER H. LYLE, Northeast Missouri State Teachers College, Kirksville, Missouri
VAUD A. TRAVIS, Chairman, Department of Education, Northeastern State College, Tahlequah, Oklahoma

Those who heard the discussion of this topic at the 1954 Annual Meeting of the Association may have wondered why more time was not spent extolling the virtues of each of the three types of institutions represented on the panel Instead of this, there was a friendly discussion of the characteristics of a good program of teacher education, some difference of opinion over the meaning of the "professional point of view" in our colleges, and considerably more agreement than disagreement over the several topics considered.

The need for finding important areas of agreement in teacher education is crucial. Thus our panel emphasized matters of agreement, matters of common concern in its discussion. We may first well summarize three broad areas of agreement:

1. We agreed that any higher institution worthy of the name can have an effective program of teacher education if it seeks to and if it is willing to meet reasonable standards. There are such standards for teacher education and, regardless of our institutional affiliation, size, or emphasis, we accept these general standards. These are what we call "characteristics" of a good program.

2. We agreed that no particular institution has a corner on the qualities needed in good teacher education. Each may have some special contribution to make and each has it peculiar strengths and weaknesses. However, no particular strengths or weaknesses are limited to any one of the three major institutional patterns.

3. We agreed—or at least the panel seemed to demonstrate—that our diversity of aims, control, and emphases stimulate us rather than separate us, *if* we work together and share each other's problems and experiences.

Characteristics of an Effective Teacher Education Program

These are *general* characteristics, not specifics. Regarding most of these, representatives of different institutions quickly and easily agree. On others, we found divergence of interpretation and opinion.

1. Good teacher education requires general education of such breadth and depth as to meet the needs which our modern society imposes on all educated people. We are especially concerned that this general education should help young people to develop a real appetite for further learning and continued growth. This will require learning experiences in college that "stick," that make a difference when college is over. When these young people are becoming teachers no contribution that general education can make to them can be more important than this. On this first characteristic we agree without reservation.

2. Good teacher education requires, in a col-

lege, a faculty of sound scholarship, real interest in teaching, skill in teaching, concern for young people and a "professional viewpoint." It is on the last of these five qualities that we find it a little difficult to understand each other. The liberal arts people—at least some of them—seem worried lest "professional viewpoint" may mean every professor turning his courses into "methods" courses. They feel we have enough of this already—maybe too much! After a good deal of discussion it emerged that what we can agree upon as important elements in a "professional viewpoint" are things like these:

The professor with a professional viewpoint will demonstrate understanding, based on recent observation and experience of actual public schools so that he may be sympathetically concerned with their improvement. Disinterest in education in elementary and secondary schools, we believe, is bound to show in an instructor's approach both in the classroom and out. The result is to discourage and divert young people who might otherwise become effective teachers.

Skillful teaching, whatever the content, is a second attribute of the "professionally-minded" college professor. Without his intending it, the instructor's example has a powerful effect on the viewpoint of the prospective teacher. This quality, springing as it must from a real enthusiasm for good teaching, is bound to be infectious and to stimulate the teacher-to-be. Needless to say, such teaching will also bring more effective results in whatever way we measure the purpose of the college.

The professional professor is mindful of the role of public education in our culture and gives it its proper place in his courses. This is especially important in the social studies and the humanities, the content of which provides many opportunities for looking at education as a highly significant element in our culture.

The professionally minded professor will also willingly engage in professional activities which associate him with his colleagues in the "lower" schools. He will not hold aloof from the struggle to improve education through group means.

Finally, the professionally minded professor will be concerned with the improvement of his own institution and will participate in local efforts to change his college for the better.

These are some of the ways in which the "professional viewpoint" can be expressed. The implications of such a viewpoint, of course, far outrun our immediate concern for better education of teachers.

3. Good teacher education requires a realistic, well-integrated professional program involving laboratory experiences with children at all levels of training. The key expressions in this characteristic are *well-integrated* and *experiences*. We agree that the educationists should push with greater vigor to pull their courses together in a better-knit sequence and that they need to practice more assiduously their own dictum of "learning to do by doing." We also have the notion that these same two approaches would greatly improve the course sequences in all other fields.

4. Good teacher education requires training in the subject-matter, or academic specialty, of the prospective teacher that makes sense in terms of the demands made upon teachers. In some cases this may require a curtailing of over-extended academic majors in the interest of greater breadth and better integration of fields. In other cases it will require the provision of greater depth so that the prospective teacher can achieve a fuller understanding of the meaning of scholarship and its methods. In either case, defensiveness and concern for merely "holding the line" against change will not produce the kind of academic preparation for teachers that is needed. This is an area of study in which we will need all the "professional viewpoint" on the part of all the staff, that we can muster.

5. Good teacher education requires proper balance of the three phases mentioned—general, professional, and special education. This we quickly agreed is a hard problem. To approach it only from a quantitative standpoint is not enough. This is more than a question of "Who is going to get how many hours?" We see no hope for the peaceful settlement of our differences in this area unless all interests are willing to sit down together and, out of an honest, common concern for better schools, to study through the problems involved. Certainly the institution that settles simply for the minimum quantitative demands of the certification requirements is in danger of falling short of its responsibilities for a well-balanced program.

6. Good teacher education must have good students. Proper selection, counseling, and placement of our prospective teachers should underlie a good program of training. This requires the closest possible cooperation with the secondary schools, a re-thinking of traditional recruitment practices, honest concern for the best interests of the student, and a considerable spread of the "professional viewpoint" in college staffs.

Avenues of Cooperation

How are we to get the kind of teacher education we have so ideally characterized? We are fully agreed on at least one principle: To get such teacher education requires the fullest possible cooperation in all areas and at all levels.

This begins with the sort of cooperation assumed, and at a point or two explicitly stated, in our list of characteristics of good teacher education-cooperation in the local college or university staff. Here the smaller colleges feel they have an advantage. Living close to each other academically, the small staff should be able to work closely and in a friendly way to effect some of the needed improvements. However, some outstanding examples of effective staff cooperation can be found in the more complex institutions.

Cooperation at the state level among institutions of all types is well illustrated in the years of close association and study among the Indiana colleges. Other states have effective state commissions on teacher education and professional standards. These commissions have the special merit of bringing public school and college people together to consider problems of teacher education. Other states have state advisory commissions on teacher education, not unlike the commissions on teacher education and professional standards sponsored by the N.E.A.

At the regional level, the North Central Association's Committee on Teacher Education sponsors two highly effective programs of inter-institutional study. The Subcommittee on Institutions for Teacher Education brings together a close working group of teachers colleges and the Subcommittee on Liberal Arts Education does the same among the arts colleges. In the past these two projects have worked closely in several ways. The future should bring even closer working relationships. A third project is in the making among the multi-purpose universities.

Numerous projects encouraging inter-institutional cooperation in teacher education at the national level exists The histories of the American Association of Colleges for Teacher Education and of the National Council on Accreditation in Teacher Education illustrate the growing trend toward bringing all interests into a common effort to improve the education of teachers.

Conclusion

We are not pessimistic about the future of teacher education. We believe we are doing better than ever before in preparing young people to meet the serious problems of better education for more children. We believe that our greatest hope lies in the coming together of all those concerned, regardless of their particular institutional affiliations, for serious work upon our common problems.

GEORGE E. HILL

Conference No. 4

"What may be the secondary school curriculum of the next quarter century? How can its development be stimulated?"

Participants

LLOYD S. MICHAEL, Superintendent, Evanston Township High School, Evanston, Illinois (*Chairman*)
FLOYD FARMER, Principal, West High School, Wichita, Kansas
ERIC H. JOHNSON, Director, Illinois Curriculum Program, Urbana, Illinois
HOWARD LATTA, Principal of High School, Webster Groves, Missouri
GLENN F. VARNER, Assistant Superintendent in Charge of Secondary and Vocational Education, Public Schools, St. Paul Minnesota
CHARLES B. WALDEN, Coordinator of Secondary Schools, Kenosha, Wisconsin

In 1979, twenty-five years hence, where will the secondary schools of this country find themselves? Small high schools will become medium sized; medium sized high schools will become large; and large high schools will become more than one high school. A searching look at the 1954 model of the secondary school and at the current trends in problems and in philosophy reveals the necessity for projecting the

needs of adolescents, the demands of a rapidly changing society, the increased knowledge of psychological factors in learning, and the trends in enrollment, particularly in local situations. Complex as the picture seems, the secondary school must not be deterred in its progress toward the present objective of creating comprehensive high schools to meet the needs of all youth. What may the curriculum be twenty-five years hence?

The 1979 secondary school will do much better and more wisely that to which most good schools are already committed. More than today, adolescent needs as factors in planning will be recognized in dealing with wide differences in abilities, interests, attitudes, and aptitudes for vocations. New knowledge in techniques of discovering these differences will be used; some segregation and some differentiation within classes will continue; and the class period will become more of a learning period and less of a recitation period. Competition for survival will be decreased through changes in marking systems, in reporting practices, and in graduation requirements; as a result, holding power will increase. The Carnegie unit will become less important; more classes will meet less often than five times a week but for longer periods than an hour. Intramural athletics for all and better controlled inter-scholastic competition will become more common in practice. Guidance, counseling, and testing services will be available to all.

The local school will assume greater importance as a laboratory whose basic job is to align curriculum, practices, and materials with generally accepted goals. To achieve this end, more basic research must be done by institutions of higher learning using local schools as laboratories, and in addition, the present trend toward increased opportunities for local in-service training and staff planning should continue. Democratic staff relationships conducive to greater staff cooperation will increase in importance.

The secondary school will recognize that it is not possible for one generation to assume that conditions under which it lives will be transmitted to the next generation. Greater emphasis will be given to teaching skills and processes which assure self-direction and stimulate continued self-education. Improved opportunity will be afforded to examine and clarify values to which youth of America may give allegiance, and also to permit young people to come to grips with great issues. The leadership role of the United States among nations and the accompanying responsibility must be realized; man should work toward the control of atomic and other forces rather than succumb to technology's control of man.

Disciplines traditional to the secondary school will be emphasized but more attention will be given to broadening programs in music, art, homemaking, functional health, and driver education, and to integrating all into more natural patterns for learning. Changing patterns of tasks performed by adults will be recognized; the school will work more closely with business, industry, and other agencies in developing on-the-job training and other ways of preparing young people for vocations. Less emphasis will be given to supplying vocational training and experience in the classroom.

The importance of the teacher in the school will be more fully recognized in such areas as recruitment, preparation, remuneration, and security.

To accomplish such a program in the face of increasing numbers of students and rising costs, it will be necessary to find new sources of school income other

than present taxes. Also, communications must be greatly improved. Schools must be better prepared to meet attacks made on the schools by outside groups; better relations among teachers within the schools and between the schools and the public will help greatly. Better articulation with colleges will be possible through more emphasis by the colleges on students' abilities and achievements.

How Can Curriculum Improvement Be Stimulated?

Accelerated development of high school curricula demands:

1. High school principals who understand their schools and the trends in social and economic makeup of their communities and who work to create time and consultant services in order that curriculum planning will replace curriculum tinkering. Those who teach should have an active part in developing what they teach. Workshops are a partial answer.
2. High school principals who are adept at developing channels of communication both within and without the school which permit maximum progress toward well defined and commonly accepted goals. This demands the use of language meaningful to staff members, citizens, and students.
3. High school principals who cooperate in state-wide programs which help local schools to serve better all of the children of all of the people.
4. High school principals who encourage diffusion of leadership among staff members and thus carry more teachers with them.
5. Schools with well defined philosophies. Procedures must be checked against philosophies and discarded if found wanting.
6. Increased holding power. Methods and devices for increasing holding power which have already been tried and found successful should be used in more schools. Bringing the offerings of the school into line with the abilities, interests, attitudes, and aptitudes of students and measuring progress in terms of growth have been known to raise the holding power of some schools from a 54-percent level to another as high as 95 percent.
7. Attention to organizational changes which will produce:
 a. Stronger student councils.
 b. Better relations with parents.
 c. Stronger student activities programs.
 d. On-the-job training.
 e. Improved methods of discipline using the causal approach as the basis for the interview.
8. Upgrading of quality of staff through improvement of lay attitudes toward the profession and through improved recruitment of personnel.

Reported by
HAROLD H. METCALF, *Superintendent*
Bloom Township High School
Chicago Heights, Illinois

Conference No. 5

"What is the role of television as a vital factor in education?"

Participants

ARMAND L. HUNTER, Director, Television Development, Michigan State College, East Lansing, Michigan (*Chairman*)
DONALD EMERY, Dean, College of Adult Education, University of Omaha, Omaha, Nebraska
RICHARD B. HULL, Director, Radio and Television, Iowa State College, Ames, Iowa
GEORGE JENNINGS, Director of Radio, Public Schools, Chicago, Illinois
KEITH TYLER, Director, Radio-Television Education, Ohio State University, Columbus, Ohio

The role of television as a vital factor in education was discussed first in connection with the utilization of the medium for classroom instruction at the elementary and secondary levels. It was determined that TV programs could provide stimulation and motivation for students to continue and extend their study of many subject matter fields, and that they could be used to supplement and enrich the regular curriculum. Teachers will need to learn how to use this new medium effectively, and they should be given an opportunity to attend workshops and training programs for this purpose. The schools should take an active part in the development of educational television, and assume the responsibility

for its proper and effective use in the classroom.

The role of television as a vital factor in adult education was discussed next. The importance of the medium in connection with the process of continuing education beyond the years of formal school attendance was developed most extensively. Problems of credit courses by television, involving registration and participation, were brought out, as well as non-credit courses and programs of general cultural and informational value. The position was taken that general adult or continued education by television was even more significant than the classroom utilization of this medium; that is to say, a greater number of programs, of greater variety, to meet community needs, will be required than for in-school use. Direct teaching or instruction, public relations, and general cultural development, are all potential areas for development by educational TV, in which the schools and colleges should become actively engaged.

The function and program service of the educational television station was discussed next, with emphasis on the cooperative relationships which should exist among the station, the schools, and the community. Examples of programs, of different types of series, and of audience acceptance and response were given as means of stimulating educators and educational institutions and organizations to take more active part in the planning and production of local programs. Problems of school and station relations were discussed, and procedures for implementing educational TV programs, at all levels, were brought out.

The need for program research, and for trained personnel to work on program planning and production, was emphasized strongly. A great deal of interest was shown by the audience in how these needs might be met. The problems and activities of individual schools and institutions were then discussed on a clinic basis, with the panel advising individual members on their particular situations.

The size of the audience was gratifying, and the interest and enthusiasm most stimulating. The panel did an excellent job; and it was the consensus that the group meeting was very successful and worth while.

ARMAND L. HUNTER

Conference No. 6

"Your student council can build a great school."

Participants

R. S. CARTWRIGHT, Principal of High School, Elgin, Illinois (*Chairman*)
GENE SUPPELSA, President of Student Council, High School, Kenosha, Wisconsin
JIM BLUM, President of Student Council, Elgin High School, Elgin, Illinois
IRVING F. STOCKER, Principal of High School Kenosha, Wisconsin
RICHARD LUMBY, Head of Social Studies Department and Student Council Sponsor, Senior High School, Freeport, Illinois

Unusual interest was exhibited in this subject by the 250 persons or more in attendance. The students who represented the Student Council organizations in their respective schools were able to bring to the group the definite pattern of organization and functions of their own Student Councils.

Those present during the forty-minute open forum feature of the meeting asked many questions, especially of the two student presidents and made a fine contribution to the discussion by discussing the various practices followed in their schools.

There was general agreement that one of the prime functions of education on the secondary level is to teach young people to take responsibility, learn how to work together, and otherwise to develop good citizenship. A student coun-

cil organization that is given a chance to share in the problems and the policy making of the school does provide an excellent medium whereby students are trained in the above mentioned areas. Those present were very much impressed by the seriousness of purpose of the student speakers and by the excellent organization and functioning of their respective student organizations. Such achievements as the development of a code of sportsmanship that had been worked out in the Big Eight Conference in Wisconsin and the Big Eight and Little Seven Conferences in Illinois were an example of what students are able to do in bringing about a higher plane of action on the part of both students and adults at athletic events. A copy of the sportsmanship code used by the Big Eight and Little Seven Conferences was exhibited.

The control of safety education including driving around the school buildings as well as following good safety habits in the building were discussed. Many schools are doing an exceptional job in helping the administration and the staff to handle problems of this character.

Courtesy campaigns providing a good social program of activities; the study of research relative to what other schools are doing; etc., were just a few of the many features discussed. One school has had a splendid experience in securing the best of student leadership for student council positions by adhering to the following policy:

In order for a student to be eligible to run for an office, a petition must be taken out for him which is signed by at least fifty other students. Prior to the primary election an all-school assembly is held at which time candidates for office tell why they are seeking election and why they feel they could do a good job in the office sought. By following this procedure the entire student body gets to know who the students are and the result has been that they have picked their leaders very carefully. Immediately following the assembly they go back to their homerooms and vote. The two highest candidates for each office are then elected about one week later at which time students use regular voting booths which are stationed about the building and which are operated like those in city elections.

One type of student council organization that seemed to meet with favor is that of having four or five commissions, such as building and grounds, that handles courtesy and safety drives; research and publicity; social; and service. These commissions meet on school time thirty minutes before the regular council meeting and then make their reports to the entire group. Two days later, student council representatives take the reports of business transacted at the council meeting to the regular homeroom sessions. In this way all the students in the school have an opportunity to be informed and to take part in discussing student council considerations.

The fact that a well organized and effective student council can be of great aid to the administrator in solving many of the school's problems can give the entire student body a feeling that the school is theirs, and that it is their job to make it a good school. It also provides endless opportunities for many students to assume responsibility in helping with school problems and policies. These were points of strong agreement throughout the discussion.

R. S. CARTWRIGHT

Conference No. 7

"Practices in the teaching of controversial issues"

Participants

PAUL R. PIERCE, Assistant Superintendent in Charge of Instruction and Guidance, Public Schools, Chicago, Illinois (*Chairman*)

FRANK S. ALBRIGHT, Supervisor of Secondary Education, Gary, Indiana

RUTH E. BAKER, Teacher, Fenger High School, Chicago, Illinois

MATTHEW L. FITZGERALD, High School District Superintendent, Chicago, Illinois
DAVID J. HEFFERNAN, First Assistant Superintendent, Cook County Public Schools, Illinois
STELLA B. KERN, Teacher, Waller High School, Chicago
E. T. MCSWAIN, Dean, School of Education, Northwestern University, Evanston, Illinois
REV. STANLEY STOGA, Assistant Superintendent of Catholic Schools, Chicago, Illinois

What constitutes a controversial issue for teacher and class, itself proved, for the panel which had been set up to discover ways of handling controversial matters, one of those "issues" for which there appears no specific answer. In this respect, the opening problem was not unlike many others that were raised during the evening's discussion.

There were, however, some agreements. It was agreed, for example, that the teacher should, so far as possible, create an atmosphere in which all pupils, and the teacher as well, might speak with confidence that judgment would be suspended and that all evidence would be properly weighed. It was likewise agreed that superintendents and principals should, through their handling of administrative problems occurring in the schools and community, provide a climate in which teachers can deal with controversial elements in subject fields without arousing suspicion or alarm. It was the consensus that one way of achieving this would be to include those holding views opposed to a proposed school policy as well as those favoring it, in conferences for arriving at final decisions.

Agreement was general regarding the need for clear-cut, intelligent teaching of the principles and practices of American government as the most effective bulwark against possible inroads of communism and other totalitarian concepts in the views of American children and youth.

If any strands of decision respecting teaching procedures for controversial issues could be discerned in the comment of members of panel and audience, they could be designated mainly as those time-honored elements of scientific problem solving—impartial attitude, consideration of all valid data, suspension of judgment, and conclusions based on objective weighing of evidence.

PAUL R. PIERCE

Conference No. 8

"Improved educational opportunities for gifted youth"

Participants

CHARLES W. SANFORD, Associate Dean, College of Education, University of Illinois, Urbana, Illinois and Director, Illinois Curriculum Program (*Chairman*)
ALEXANDER GEORGIADY, Director of Instruction, Public Schools, Manitowoc, Wisconsin
S. A. KIRK, Director of Institute for Research on Exceptional Children, and Professor of Education, University of Illinois, Urbana, Illinois
THADDEUS J. LUBERA, Assistant Superintendent of Schools in Charge of High Schools, Public Schools, Chicago, Illinois
L. R. MCDONALD, Principal, Woodruff High School, Peoria, Illinois
LLOYD S. MICHAEL, Superintendent, Evanston Township High School, Evanston, Illinois
MRS. DOROTHY NORRIS, Supervisor, Major Work Classes, Public Schools, Cleveland, Ohio

Characteristics of gifted youth, problems of adequately dealing with them, and common methods followed in public schools were considered. Discussions of programs in five communities of widely divergent populations were had to illustrate present practices both in elementary and secondary schools.

Gifted children were described as those who deviate from the normal, either in terms of being rapid learners or possessed of special talents, or both, to such a degree that something special needs to be done for them if they are to be adequately served by the school.

Considerable emphasis was given to the fact that gifted children show discrepancies in their growth patterns. For example, it was pointed out that an eight-year-old in terms of chronological age may be very close to normal in physical maturity, but several years advanced mentally. For most of his normal living he needs to be with those of his own chronological age and physical maturity, and at the same time to be afforded an opportunity to study in terms of his mental advancement, whether it be as a fast learner or a student with special talents.

Acceleration, enrichment, and the use of special classes were listed as the most common methods employed with gifted children. It was pointed out that acceleration is a compromise and frequently fails as an adequate solution, because it is impossible to match the student with groups in terms of all his growth discrepancies.

One speaker explained that enrichment is often helpful but that it creates a complex classroom situation, and sometimes is impractical. It was further pointed out that enrichment requires that the teacher have available adequate teaching materials and be afforded time to work with those who deviate widely from the normal pattern in the class.

Special classes have proven workable in large cities, but are not easily applicable in small communities.

Even though the obstacles mentioned handicap efforts with the gifted through acceleration, enrichment, or special classes, numerous examples of excellent results were reported by several communities. Examples were given of how Chicago identifies gifted children, and how it arranges special classes and special activities for them. Emphasis was given to the joint consultation between parents, students, special teachers, and principals, in arranging for a newly-identified gifted child to proceed in the special program. Honors classes set up in terms of the needs and abilities of the gifted in such fields as science, English, social studies, languages, and mathematics were described. Assignment of special responsibilities, such as serving as laboratory assistant, writing editorials for school newspapers, participating in work-study programs, and acting as chairman of school discussion groups, was mentioned as a way of recognizing and utilizing the special abilities of the gifted.

Another study under way involving the cooperative effort of high schools and colleges was explained. Known as the "School and College Study of Admission with Advanced Standing," this cooperative program involving quite a number of eastern and middle-western colleges and high schools is attempting to set up courses in the high schools in eleven subject matter areas, which will allow the high school graduates to enter the colleges involved in the study with advanced college standing in the subjects completed.

A school with an enrollment of 1,250 in a community of 30,000 (Lincoln High School, Manitowoc, Wisconsin), reported a continuous program for students whose school achievement identified them as gifted. In this school it was pointed out that in the fields of music, art, business education, science, English, speech, and creative writing, the high achievers were challenged to do much more than the normal students in these same fields. Numerous activities were listed as evidence of ways in which the gifted were allowed to work at a pace commensurate with their ability.

Another school (Woodruff High School, Peoria, Illinois), reported a program of special classes. This school, in a city of about 100,000 and with an

enrollment of 1,400, uses special classes in each of the four years. About 130 students have been enrolled in the four-year program. In the ninth grade the special classes are in English, citizenship, and algebra. In the tenth year, English, biology, and plane geometry are the special classes set up for their work. Two courses are provided in the eleventh grade in American Literature and American History, and in the twelfth year one course in American Problems. Students are identified as gifted when they have an I.Q. of 120 or over, have grades in the upper 10 percent of their class, and, in interviews, indicate special fitness for the program. Special projects are emphasized in their class work. These students are given rather liberal freedom from the routine of daily class work in order to make the most of their studies as they develop their projects.

From Cleveland came a report of methods for identifying and working with the gifted that have been followed for about twenty-five years. As in other larger cities, the gifted are identified by means of testing programs and are selected for special classes by careful interviews and discussions with students, parents, special teachers, and principals. The primary effort in the special programs for gifted children is to challenge them in terms of their abilities and special gifts. The classes to which they are assigned are called "Major Work Classes." The program runs on both the elementary and the secondary level.

Of the three methods most commonly used, namely, acceleration, enrichment, or special classes, the latter two were considered most successful in the communities from which the special reports of practices came.

It seemed to be generally agreed that the gifted can be well served if they are recognized and identified, and if adequate attention is given to their needs. By and large, it also seemed to be agreed that the gifted are better served in most communities through such incentives as special classes, honors classes, individual challenges to their needs, opportunities to work for credit with advanced standing, and so forth, than by being accelerated very far from their chronological age group.

GERALD W. SMITH, *Superintendent, Elmwood Park Community High School, Elmwood Park, Illinois*

Conference No. 9

"Citizenship education for today's youth"

Participants

F. M. PETERSON, Principal, Community High School, Pekin, Illinois, and President, Illinois Secondary School Principals' Association (*Chairman*)

ERNEST M. HANSON. Superintendent, Thornton Township High School and Junior College, Harvey, Illinois

ARTHUR R. OLSEN, Associate Professor of Social Science, Western Illinois State College, Macomb, Illinois

MARTIN G. RAFSHOL, Teacher, Mary D. Bradford High School, Kenosha, Wisconsin

ROY E. ROBINSON, Superintendent of Schools, Ferndale, Michigan[1]

ROY C. TURNBAUGH, Principal, Consolidated High School, Barrington, Illinois

IRENE PHILLIPS, Head of Social Studies Department, West Senior High School, Rockford, Illinois

Presentation of the Subject by F. M. Peterson

Archeologists found a schoolroom in the ruins of Ur that was 4,500 years old. You and I know that the ancient teacher must have been forced to reprimand his pupils and, no doubt, from that time to this teachers have felt concern for citizenship education. What goes into citizenship education has been the concern of philosophers, poets,

[1] The chairman was unable to supply a summary of Mr. Robinson's remarks.—EDITOR.

patriots, parents, and teachers for a long time.

Our concern today is more than a passing one. We are examining a trust, a duty, an obligation—our very reason for being free public schools. Our reason for being was crystallized in the period 1700 to 1775. The colonies were in the midst of a new venture that began with the Declaration of Independence, and continued with the adoption of the Constitution. They were *182* years from Jamestown—today we are *165* years from the adoption of the Constitution. Franklin, Jefferson, Paine, and Henry (influenced by the French philosopher Voltaire, the English philosopher John Locke) were influencing our people to believe that government was not a prerogative of the privileged classes. Accepting this theory—the fact still remained that the masses were not equipped to carry on responsible government. Recognizing this fact, Jefferson proposed that "the State in the interest of its own perpetuity should see that all are educated to exercise properly the rights of citizenship." That to me is our reason for being—our raison d'être.

Granted that training for citizenship is the real reason behind our free public schools—how can we improve in the exercise of our trust—that of providing citizenship education for today's youth?

Summary of a Presentation by Miss Irene Phillips

Citizens need special training *to be citizens* in a democracy. Citizens are constantly called upon today to make decisions which may have far reaching results for our country. Most of us recognize that neither have we met nor are we meeting our highest potentialities in improved citizen behavior patterns.

What are the evidences of an effective citizenship program?

First: It should involve all teachers, all students, all subject matter areas. In an article in the *NEA Journal*, February, 1954. Dr. Benjamin C. Willis said, "Teachers have long known that only as the schools succeed in teaching citizenship do they succeed at all." Teachers must justify their subject matter by its contribution toward making better citizens.

Second: Teachers themselves must exemplify good citizenship by being well informed on social, economic, and political problems. We must not surround ourselves with a little wall of specialized subject matter to the exclusion of important public problems of the day.

Third: An effective citizenship program must develop knowledge of, and appreciation of, our social and economic heritage as well as our political development. Communism can best be fought by the development of a full understanding of our free enterprise system.

Fourth: A good citizenship program will include the teaching of moral and spiritual values. To be a good citizen one must first be a good person. This training comes from the home, the school, the church, and other community agencies all working together. The school should assume its responsibility along with the others. There are certain basic Christian principles upon which our whole political system was founded: respect for the individual, consideration for others, the brotherhood of man. These are not religious doctrines. They are beliefs commonly found in all religions.

Fifth: Evidence of an effective citizenship program is an alert active student body vitally interested in its own school problems and making an attempt to solve those problems. Can students be trusted to use good judgment in conduct within the classroom,

the school corridors, behind the wheel on the street or school parking lot? If they do practice good citizenship at school, then will not the community, state, and nation become better for their presence? Under a good citizenship program we ought not need to worry about vandalism, juvenile delinquency, or conduct at state basketball tournaments.

Sixth: Even though I have been emphasizing the need for teaching citizenship throughout the whole school, I believe there is also a need for a course in government as such in the senior high school. One must understand one's political system in a democracy. For years many high schools have left this training to a ninth grade course in civics. Any further training the student acquired only incidentally through the American history course. A course in the structure and function of government should be taught when the student has become mature enough to realize his responsibilities as well as his privileges, and when he is near to the time when he becomes an adult participating citizen. I feel fortunate to be teaching a senior high school which requires one semester of government for graduation. It is offered in the senior year.

A course in government could be very dry and uninteresting to the students. Today's teachers are alert to the need for vitalizing our teaching of citizenship. This is where the Citizenship Education Project comes to the rescue. The cooperating schools through the CEP practices are making citizenship training come alive.

Seventh: A good program is characterized by the widest possible use of community resources, both human and material. When source materials within the school become exhausted or inadequate, then we may and should seek other sources of information. We can either bring people into our schools from the governmental and social agencies or from industry, or we can take students out to those people, those offices, or those industries. In that manner the whole community becomes our textbook of information.

The scientist works in his laboratory equipped with test tubes and microscopes. The citizenship program also involves a laboratory—it may be the home, the school, the community, or nation. No longer should citizenship be taught only from a textbook. No longer should we ignore the possibilities and willingness of key lay people within our communities to help us with this problem.

Summary of a Presentation by Arthur Olsen

Citizenship education can be represented by a circular diagram. The characteristics of superior learning experiences would then be represented by a central core of premises, with the balance of the circle divided into three segments labelled knowledges, attitudes, and skills.

By premises, or the core, we mean the basic beliefs underlying our way of life. These beliefs include those about the free individual, the free government, the free economy and the free world. These beliefs stem from the basic documents of our society such as the *Virginia Resolutions*, the *Declaration of Independence*, and the *Constitution of the United States*. They would also include beliefs originating from decisions or interpretations of basic documents issued by the Supreme Court of the United States and by other similarly constituted tribunals. In addition, these beliefs stem from the oral and written statements of those men who contributed to the concepts of freedom and liberty as exemplified by the *Gettysburg Address*.

Knowledge, the first segment, would include an understanding of how the core of beliefs operated not only in the past, but how they function in the present. Thus the concept, "All men are created equal," has emerged into the franchise not only of the non-real property owning males but also of females. The present functioning of the concept is in a lessening of racial discrimination which we note in public housing, of religious discrimination which we note in professional college entrance requirements, and of economic discrimination which we note in student officers who are selected on personal merit rather than on economic status.

Attitudes, the second segment, are predispositions to action. The learning of beliefs or premises reinforced by knowledge in a superior learning experience should strengthen positive attitudes and decrease or eliminate negative types. At the community level, students may shy away from politics on the assumption that politicians are lazy, dishonest, or corrupt. As a consequence, belief that one should serve his fellow man would not be reflected by a positive attitude or willingness of the students to accept public offices for which they might be capable. Through knowledge, or first hand experiences, secured by working with or interning in governmental offices such as those of the city clerk, the county treasurer, and the state's attorney, the revision of their knowledge about the efficiency, the honesty, and the actual income of public officials becomes more evident. The use of such experiences may reshape their ideas about public officers so that, when eligible, the students would be more likely to accept calls into public service. At the school level students need to develop attitudes including willingness to accept responsibility by holding student office, assuming leadership or fellowship in school improvement programs, and the like.

Skills, the third segment, involves learning techniques to implement the premises by coordinating knowledge and attitudes through positive action. The skill of analyzing diverse viewpoints on controversial issues is one aspect. Equally important is the skill of taking action through informing others, influencing others with a definite purpose in mind, serving the community, or participating in some way as responsible citizens. At the school level, students might present to others the distillation of what they have learned about lowering the age of voters, by means of a public debate or assembly program. They might bring to their fellow students the reasons underlying an improved noon-hour recreation program. They might instruct adult citizens in the correct methods of marking a ballot so that it will not be voided. They might assume the responsibility of planning or supervising recreation hour programs or a teen canteen.

Superior learning experiences in citizenship education would involve the combination of these four characteristics as a minimum. The extent to which the school accomplishes all four would be a yardstick for measuring *superior* experiences. Knowledge without its reinforcement by action is sterile rather than dynamic. The theory, $E=mc^2$, is knowledge, but it would have been sterile had not the step been taken by which it was communicated to others. Stemming from such action society again is forced into beliefs and attitudes concerning atomic power and energy. It has opened up new areas of knowledge and the learning of new skills necessitated by it.

Similarly, the school program is one which stimulates students not only to know about citizenship but to take the

positive action which such citizenship entails.

Summary of a Presentation by Roy C. Turnbaugh

The administrator working with the students and faculty of a school and with the supporting community needs to keep several very obvious requirements in mind. He needs, first of all, to provide an example in harmony with American concepts of good citizenship. Professor Kilpatrick popularized the term, "concomitant learnings," to describe all the things the student learns indirectly during his school life in the process of studying more explicit school content. The idea is an old one and was expressed in an old Latin proverb which said, "Walk with cripples and you will learn to limp."

The principal who wants to play an effective part in developing good citizens must demonstrate respect for the individual personality in all his contacts with others: in developing plans with student leaders; in the disciplinary conference with the truant; in planning a teachers workshop; in advising the beginning teacher in a difficult situation; in working with the president of the PTA; and in dealing with the complaints of the critical parent.

We are talking here about something more than mere example, important though that may be. There is growing experimental evidence that the behavior of persons in status positions tends to be contagious in the groups where they have status. To a considerable degree, the behavior of the administrator can be expected to be reflected by that of the teacher, and that of the high-status student by his fellows in student groups. Behavior at high levels thus may have a direct bearing on citizenship relations throughout the school environment.

The principal needs to help teachers to see beyond subject matter to the desirable behavior of the alert and informed citizen and to stimulate teachers to broaden and coordinate their activities accordingly.

The principal should be at the communication center of the school. He has an important function as a channel of communication through which the instructional efforts of the school are coordinated. The new yearbook of the AASA lists four major components of education for citizenship—*knowledge and understanding, attitudes of loyalty, skills in critical thinking and problem solving,* and *practice in civic activities.* All four components receive attention in a variety of places in the program of school experience. It is largely the task of the principal to see that these varied experiences are woven into a comprehensive and coherent pattern. The four components are complementary and all are needed by each student.

At the same time that co-ordination is going on the principal has his opportunity to vitalize purposes and objectives. During this process he can help to unify purposes and, conversely, help break general abstract purposes of developing good citizens into specific, concrete, limited goals to be achieved at a specific place and time.

In faculty meetings, student assemblies, school board meetings, and parent meetings he has an opportunity to dramatize and consolidate the school program.

It is an important task of the administrator to help both his teachers and the community to evaluate the program of citizenship education. Do students have the basic social and political beliefs of a good American? Do they understand the basic guarantees of the *Constitution* and the *Bill of Rights?* Do they show satisfactory progress in accepting individual and political responsibilities? Do they un-

derstand basic economic goals, rights, privileges, and responsibilities? Are they familiar with the traditional premises guiding American foreign relations? Is the character of student life satisfactory? Is the level of responsible student participation adequate? Does the community environment augment school learnings? Are school practices limiting or extending functional citizenship? Are community resources being utilized?

Summary of a Presentation by M. C. Rafshol

In the spring of 1950, our senior high school was invited to participate in the Citizenship Education Project (CEP) workshop to be held at Columbia University. That summer three of us spent ten days with educators from all parts of the United States studying the objectives and the techniques of this project. In September, we decided to test what we had learned in my American History classes. Since then, we have used this method of instruction in American History and American Problems classes. I have been asked to present some of the highlights of this citizenship education procedure in Kenosha.

Our main objective is to produce young men and women who not only talk good citizenship but act it. For that reason we try to introduce them to situations where they may actually work out some project that has instructional value as well as training in solving a community problem. This does not mean that we confined out training in citizenship to only those classes that follow this project method of instruction. We believe that every teacher must accept a share of the citizenship training program. It should not be stressed by the social studies department and ignored by the English or science departments. Neither does it mean that text book material should be ignored or replaced by these projects. On the contrary, they should be used together, with one supplementing the other. One of our first projects, A Library Survey, grew out of a discussion of the use of the library facilities in Kenosha during a study of leisure time activities. The class selected a committee that discussed this matter with the head librarian of our main library. She said that they had a map on which they recorded the location of the residences of people who use the Kenosha library facilities. She was quite concerned over the fact that some sections of the city were not well represented. We volunteered to help find the reason. The class named a steering committee that was to have general supervision of the project. They submitted a plan and the class discussed it thoroughly. Maps were secured from the city engineer. The exact number of homes in the section to be surveyed was indicated. These were assigned to teams who were to conduct the survey. A questionnaire was compiled with suggestions from the library so that we knew what they wanted. Two radio programs were given over the local radio station to acquaint people in the community with the fact that these students would call at their homes. We had publicity in both our city papers. Even the Milwaukee Journal had an article on it. The publicity committee felt that this preliminary work would facilitate the taking of the survey. Each student carried a card that identified him and explained what he was trying to do.

The students provided for their transportation and also for the tabulation of the results. Approximately one thousand homes were visited. In spite of inclement weather the students insisted on going out every day except one when the local radio reported a degree below zero at noon. After the

results were in, they were analyzed and the findings were referred to the librarian who, in turn, presented them to the Library Board. Among the recommendations were: (1) a mobile library to serve areas not located conveniently for regular library service; (2) more books in foreign languages; (3) books on hobbies; (4) a permanent branch library in one area; etc. In all, twenty recommendations were made. We received thanks and favorable comment for our survey not only from the local library board but also from the State Library board at Madison. One of the most gratifying features of the project was the cooperation we received inside and outside the school itself. The commercial classes cut stencils and mimeographed our booklet. The music department assisted in the tape recordings for the broadcasts. A local man, interested in the project, contributed the use of his tape recorder for several days. The printing department printed our identification cards and stapled our booklets. The Snap-On Tool Corporation assisted us in making some needed blueprints. The Vocational School helped us with some map work. Our local newspapers and radio station gave us much publicity. Parents of the students furnished transportation for the project. All in all, it was not a class project but a community project.

After it was completed, the students were asked to evaluate what they had done. Invariably they commented on the fact that they had learned many things that they would not have learned from the formal classroom procedure. They stressed the cooperative aspects of working together as a group and with the community. They felt that they had made a definite civic contribution. Other projects were: Civil Defense, Juvenile Delinquency, Electoral College and National Elections.

This is our method of trying to make good citizens of our students. We may fail in our goal to make good citizens of most of them but we do try to (1) arouse their interest in community affairs and (2) give them a chance to participate in actual situations that are not manufactured "busy-work" but community problems.

Summary of a Presentation by Ernest M. Hanson

A program of citizenship development is organized at the Thornton Township High School for the purpose of giving each student a pattern of values by which his life is guided. These values, it is hoped, will provide him with a standard by which he may judge his inner impulses and guide his overt behavior. The attitude toward his associates, the sense of justice he entertains, his willingness to cooperate and sacrifice for the common good, we feel, are all rooted in his pattern of values. For the individual it is this pattern that provides fruitful living, and that makes it possible for him to share in improving the conditions of society in his community and in the world.

We consider Thornton Township High School a miniature society. We make the basic assumption that if a student is a good school citizen, he will be a good community, national, and world citizen. The development of traits of good citizenship is attempted through a planned program of direct teaching and also through the indirect approach.

All freshman students in our high school take a course, Social Studies I, which has a unit devoted to the study of standards of good citizenship. A thorough study is made of these standards so that each student understands what is meant by "being a good citizen."

These standards are sufficiently broad to permit a discussion of all

phases of good citizenship. This may be illustrated by one of the standards as follows: "A good school citizen is loyal to his home, his school, and his country." A variety of methods are used to deepen his appreciation of this standard.

The outline below is a small portion of the material used as a basis for the direct teaching of *standards of good citizenship*. A good school citizen

I. IS DEPENDABLE WHO:
Performs his class assignments independently and faithfully.

II. IS COURTEOUS WHO:
Listens carefully to assignments and is attentive to all other classroom procedure.

III. IS PROMPT WHO:
Gets to school and to his classes on time.

IV. IS ORDERLY WHO:
Is quiet and orderly in schoolrooms, in study halls, in the library, and in the auditorium.

V. IS RESPECTFUL OF PROPERTY WHO:
Is respectful of furniture and all other property of the school, and helps at all times to keep school property in good condition.

VI. IS OBEDIENT WHO:
Conforms willingly to the rules and regulations of the school, of his teachers, and of any organization of which he is a member.

VII. IS LOYAL WHO:
Is loyal to his home, his school, and his country.

VIII. IS COOPERATIVE WHO:
Seeks the help of the teacher only when necessary and takes care not to impose on teachers and classmates.

At Thornton we consider *laboratory practices* a very effective method in helping students develop skills in democratic processes and insights into democratic principles. Thornton has participated in the very excellent CEP program for a number of years. The CEP provides an abundance of material from which teachers obtain ideas to give variety to their own activities.

One of the CEP projects this spring will be the conducting of the election of student body officers, as nearly as possible in accord with a regular city election. Students will register in precincts and vote in precinct booths.

One of our most pretentious projects was conducted two years ago. This was a survey of facilities for national defense in Thornton Township. An elaborate questionnaire was printed and carried by students to homes in five communities. More than five thousand questionnaires were filled out and summarized. The purpose was to identify people who were prepared in such defense skills as first aid, fire fighting, truck driving, carpentry, and fifty other types of abilities.

Other very successful CEP projects have included:

1. Public opinion polls.
2. Sending of students on panel discussions into the community.
3. The study of federal agencies in our community and how they affect our lives.
4. The visitation and study of local governments.
5. Conducting a presidential election with sample ballots during a regular presidential election.
6. A study of Latin American governments with the cooperation of the University of Chicago.

The attitude of the Thornton faculty toward the importance of good citizenship is reflected in the type of report card used. Every student is given an evaluation in citizenship in each class. This mark is given dignity by having it placed in a similar location and by giving it space equal to each academic grade. This is very effective in helping students develop a pattern of values.

A tradition at Thornton is a Flag Day ceremony around the flag pole in

June. All students march out of the building in quietness and serenity led by the Superintendent and the senior class in caps and gowns. After the constructive use of symbolism and the appeal to lofty emotions of sacrifice and devotion, students return to their classes.

In conclusion, may I say that we believe at Thornton that the most important objective of our school is *growth for citizenship*. The responsibility for accomplishing this objective, is the task of all.

F. M. PETERSON

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VIRGIL M. HANCHER, *President, The State University of Iowa, Iowa City, Iowa*

Moral and Ethical Problems in Education[1]

"EDUCATION'S RESPONSIBILITIES FOR FREEDOM" has been the theme of this general meeting. It is a theme upon which you have heard from two distinguished leaders in American education. My position is an unenviable one. However, I do have the last word, and perhaps one other advantage.

Recently a friend told me of two men, a Mr. Black and a Mr. Jones, who were talking together in the Penn Station in New York, when a stranger rushed up to Mr. Black and said:

"I saw your brother in Miami last week."

"Oh, did you?" answered Mr. Black. "How was he?"

"Fine," said the stranger, and then after a few perfunctory remarks, he walked away.

When the stranger had gone, Jones said to Black:

"You don't have a brother in Miami."

"Oh, I know it! *Don't* I know it," answered Black, "but I am just too tired to argue."

Perhaps at this last session and after a week of meetings, I have the advantage of an audience too tired to argue.

What are education's responsibilities for freedom?

They are twofold—To keep its own house in order and to do well its appointed task.

We have a dean in our university who thinks that all meetings should be abolished for at least one year. It is his novel and revolutionary theory that, if this were done and if everyone spent his time performing his own job instead of telling others what to do, most of our problems would be solved and most of our troubles would disappear.

In any event, I am persuaded that education can make a real contribution to the cause of freedom by keeping its own house in order and by meeting with courage, equanimity, and fairness the assaults now being made upon it. There is a rising tide of criticism against the schools and colleges, and it comes from many quarters too numerous to describe or analyze.

This rising tide of criticism is in part a phase of the anti-intellectualism which seems endemic to American life. It is no new thing. It has been lodged deeply in our society for more than a century, but today we see it in one of its uglier and crueler moods. Recently, during an interval of serendipity, I came upon these words, quoted from Santayana in *Character and Opinion in the United States* (1920, p. 47).

> American life is a powerful solvent. . . . It seems to neutralize every intellectual element, however tough and alien it may be, and to fuse it in the native goodwill, complacency, thoughtlessness and optimism.

Thus Santayana characterized us more than thirty years ago. American life *is* a powerful solvent. In it other languages, customs and traditions are

[1] Delivered before the Association, March 26, 1954, in Chicago.

melted down toward a dead level of conformity and uniformity, and far too often mediocrity as well. Few nations—Russia perhaps excepted—give greater support to education than we do. Yet few populations are more resistive to what education can do or more critical of what it does. To learn to read and write and spell, to learn to extract a tooth or to remove an appendix is approved, but to be concerned about truth or beauty or goodness or the nature of the social order gives rise to uneasiness. "*New gadgets and old platitudes*" is the safest motto. Is there something in our composition or our character which makes us allergic to excellence or to ideas and makes us receptive to mediocrity and to tangible things? We have not improved since Santayana's pronouncement. We need only to observe the behavior of our contemporaries to see what little effect education has upon their lives and conduct.

A part of the rising tide of criticism comes from the feeling that all is not well in education. And in part the critics are right, but for the wrong reasons. There can be no question that there are careless, recklessly careless, perhaps even false, representations in the recruitment of students—not athletes alone—but all students; there is needless dissipation of resources and of staff in unnecesary and wasteful duplication of programs; there are fruitless efforts to be all things to all students with consequent loss of quality; there are teacher-centered programs wasteful of the student's precious years and indifferent to his maximum growth and development. All these exist in some degree, but this is not where the critics concentrate their fire.

The point of their attack is that the schools do not teach the fundamentals. The attack is made by men and women of our generation, and the fundamentals of which they speak seem to be the things which they and we learned in school a quarter of a century and more ago. But before our generation takes up the hue and cry, let us pause and take a good look at ourselves—because it is our generation and not the young, who are full of folly! Perhaps it is the crowning condemnation of those earlier schools that their products—men and women of our generation—are incapable of admitting their own shortcomings. If those schools were so good, why is the world in general and the United States in particular in such a frightful mess? It is not the younger generation that brought on two world wars, a depression, and a boom. It is not the younger generation that is substituting hysteria for reason, rumors for facts, the inquisition for judicial process; or who see Communists everywhere and Fascists nowhere. If anyone is on trial, it is our generation that is on trial, and the schools which produced us. And here are some of the questions which may be asked of us—the older generation—as that trial proceeds:

> Why did the schools of your youth fail to teach you that foreign trade depends upon the foreigner's capacity to pay as well as upon ours to produce, or that it is idiotic to stifle foreign trade and then give foreigners our money with which to purchase and pay for our goods?
>
> Why did those schools fail to tell you that there are such things as international relations and international good manners, and that there are other people in other lands who deserve to be treated with courtesy and respect which you expect from them?
>
> Why did those schools fail to teach you the distinction between right and truth and justice on the one hand and wealth and power and prestige on the other?
>
> Why did those schools fail to teach you either how to avoid, or how to meet and solve, the problems which assail us on every hand? If those schools were so good, why are we in trouble today?

Let the critics of our present day schools first remove the beams from

their own eyes. Then they will have the right to complain of the mote that is in their brother's eye.

I hold no special brief for today's schools. Others can defend them better than I. But as one who was once a lawyer, I am offended by the evidence and the arguments used by the majority of those critics whom I see or hear. For example, I know that the hazy recollections of the elders are untrustworthy evidence of what the schools of their youth actually taught and accomplished; that it is unfair to compare the best of yesterday's children with the average or the lowest of today's children; and that it is unfair for the critic to add twenty or thirty or forty years of adult experience and education to his own callow youth and then expect today's youth to meet that standard. I am shocked that many of the critics show no interest in tests of credibility or in rules of fair play. Indeed they act as though they had never heard of such things. Sometimes, when I listen to the critics of our schools and the fragmentary evidence upon which they generalize, I am reminded of the debater whose argument was dismissed by his opponent with the words, "I never heard of such a thing." To this the debater made this irrebuttable reply, "With all due respect to my opponent, I cannot permit my knowledge, however small, to be outweighed by my opponent's ignorance, however great."

The things I have mentioned are symptomatic of the malady of our times—the lack of wisdom, the deficiency in moral sense—which makes it possible for men to hold another generation to standards which they could not meet themselves. That way lies injustice and tyranny, within whose framework no education worthy of the name can be carried on.

Judged by its product, today's schools are doing well. During the past thirteen years I have been much exposed to their graduates. When I am asked about them, as I am on many occasions, there is only one answer that I can make. It is this:

> I have the utmost confidence in the capacity and character of the younger generation. Man for man and woman for woman they are far better equipped to live in the modern world than were we at their ages. If we give them half a chance, they will do a better job than we have done. The people who frighten me are you—their parents and grandparents, and the people of my generation. If we don't blow civilization into a thousand fragments before the younger generation grows old enough to take over, I believe that there is hope for everyone.

The schools of today are not perfect, but no one claims that they are. Moreover, it is an occupational disease with educators never to believe that they have found the perfect answer. Men have argued about the education of the young since the days of Socrates. It is a problem that never stays solved. It never stays solved because the radical innovation of one generation degenerates into the inertia of the next. The problem, as Whitehead points out so very clearly, is one of "inert ideas."[1] How can ideas be brought into the mind of the child and then be so tested and utilized and thrown into fresh combinations that they become a vital part of his total experience? This is the perennial task of the educator, and it is his responsibility to do all that he can to keep his house in order and to perform that task.

II

So much for our first responsibility. The second is to do well our appointed task.

What is that task?

That task is:

[1] Whitehead: *The Aims of Education*, p. 13 (Mentor, 1952)

to transmit our culture, and
to develop free men.

Human societies are unique in their capacity to transmit their accumulated wisdom, their knowledge and techniques, their civilization and culture to on-coming generations. Education is indispensable to this process. Education transmits knowledge, increases knowledge, and interprets knowledge. It is a conservator of the traditions of the race. Education transmits from generation to generation that knowledge which will free the body from the danger of want or disease or discomfort, that knowledge which will free the mind from the oppression of fear and superstition and idolatry, that knowledge which will enable men to form societies and states wherein law and order prevail and force and violence do not hold sway, and that knowledge which will lead men to revere a universe which they do not wholly understand or its Creator whom they do not wholly apprehend.

It is the task of education to transmit the heritage of our freedoms to those who have been free so long that they have forgotten that freedom can be lost. Even with the example of Germany and her victims and Russia and her satellites before us, we have forgotten that freedom of speech, of the press, of assembly, of worship, and, that most unusual freedom of all, "the free and open society" have been purchased by those willing to suffer imprisonment and torture, death and martyrdom; and that they will be retained only by those who have the courage and vigilance to face the same grave dangers.

Thus education transmits our culture, but it does so primarily through the development of free men.

Ideally, I suppose, free men should be the possessors of every virtue. Certainly they should be alert and vigilant. Eternal vigilance, it is said, is the price of liberty and a condition of freedom. Free men should be courageous. Freedom is neither gained nor held by cowards. Free men should be fair and just because freedom presupposes that others are entitled to the rights and privileges which we claim for ourselves. Free men should possess good character and moral integrity because there can be no freedom where trust and confidence and dependability are lacking. Free men should be wise because freedom cannot long prevail without wise choices.

It is recognized that these virtues, qualities, and attributes are not so much won by direct assault as by precept and example. They are the outgrowth of good education, of self-discipline and right judgments in the process of daily living, of that self discipline which stimulates the desire and capacity to ascertain the relevant facts. to weigh the evidence, to make sound judgments upon the evidence, and to execute those judgments effectively and courageously and fairly.

However, I should like to speak specifically to two of these qualities—moral integrity and wisdom—because I believe that they have not been sufficiently emphasized in our schools and colleges.

Moral integrity is a casualty of our time. Our students have become confused in dealing with ethical questions, and they are confused because their parents and teachers are confused. For many the old sanctions have disappeared and no new ones have been found. Instead there is emphasis on adjustment to the group, the infallibility of the majority, the substitution of public opinion for ethical understanding and moral guidance. The answer of the churches is a return to religion, but this is a counsel of perfection, and one hesitates to wait upon its

accomplishment. Can nothing be done in the meantime? Most of the great religions agree upon certain ethical and moral principles. Between Jew and Christian there are large areas of agreement on ethical and moral questions, however far apart they may be in their theology. We need a revivified science of ethics, perhaps a kind of secular Talmud, to aid in the definition of right conduct and the application of ethical and moral principles to the problems of daily life. That a school or college is non-sectarian, that it cannot be dominated by any religious sect, does not *even imply* that it should be neutral in matters of ethical or moral duty. To know the right and to act upon it—this is the concern of all.

I have suggested that free men should be wise. Education tends to stress knowledge and reason, but wisdom transcends both. Wisdom, by definition, consists of the "ability to judge soundly and deal sagaciously with facts, especially as they relate to life and conduct;" it consists of "knowledge with the capacity to make due use of it;" it consists of the "perception of the best ends and the best means." Now much of our personal conduct and social relations are governed by less than exact knowledge or perfect reasoning. As habit is to the individual, so are custom and authority to the social group. Custom and authority are powerful factors in preserving the traditions of the group and its social and political stability. Now it may well be that it is at this point that tension arises between the intellectual and society. The distrust of the "intellectual," the "highbrow," the "egghead" may come from society's suspicion that the intellectual is willing to follow his knowledge and his reason even though it disrupts the social order and the suspicion may go even farther and impute to him a joy in doing so. Thus to those concerned with the stability of the social order, the intellectual may seem hostile or disloyal to it. Free men should be wise because the wise man will recognize the uses of both reason and authority. He will use the one to see that custom and authority are reasonable; he will use the other to see that reason is tempered with judgment.

The wise man will have an appreciation of that which is excellent. To quote William James:

> The feeling for a good human job anywhere, the admiration of the really admirable, the disesteem of what is cheap and trashy and impermanent,—this is what we call the critical sense, the sense for ideal values. It is the better part of what men know as wisdom. . . . It should enable us *to know a good man when we see him.*[1]

Teaching, study, and reflection should lead the student into those general ideas which can give meaning to what he sees and hears. No man can possess all knowledge, but he can master, rather than be mastered by, the things he knows. This active, rather than passive, approach to learning is a basic and indispensable attitude in the continuing battle for freedom.

And the wise man will crown his learning with imaginative foresight. On another occasion I said that the student should be brought to see

> *the concept of knowledge as freedom* in the sweep of social development from primitive superstition to modern technology. Primitive man early sees flood and famine as the punishments inflicted by an angry god. Later he learns to mitigate disaster by storing grain and provisions against the day of need. Later still he constructs dikes and levees to compress the flood waters within their proper boundaries—or builds dams and reservoirs to conserve them for release for irrigation and for power at a time of his own choosing. Finally he no longer stands in awe and terror before the blind forces of nature, but instead harnesses them to be the servants of his

[1] James, William: "The Social Value of the College-Bred," from *Memories and Studies*, Longmans-Green, 1911, p. 314–316.

will. Thus man passes from fear and superstition to knowledge and understanding and on to foresight and direction. Then, at last, he can begin to work consciously for the creation of a better society; and, to a knowledge of what man has done, he can add a premonition of what man, under God, can still do."[1]

I close with two further observations and a quotation in support of each.

There has been no discussion of freedom and democracy in this address, and this omission has been deliberate. In the limited time at my disposal, I have chosen to concentrate on freedom because I join with the late Professor Carl Becker in approving this statement from Somerset Maugham:

If a nation values anything more than freedom it will lose its freedom; and the irony of it is that if it is comfort or money that it values more, it will lose that too.[2]

Now freedom can best be preserved by men educated to freedom. Indeed education is a condition of freedom, a part of the price of its survival. To quote once again from Whitehead, and this time words charged with awesome import of warning and of prophecy:

In the conditions of modern life, the rule is absolute, the race which does not value trained intelligence is doomed.[3]

What greater challenge could call us to our task!

[1] Hancher, Virgil M., "Liberal Education from the Point-of-View of the Profession," (University of Florida, 1953), p. 9.

[2] Becker, Carl: *Freedom and Responsibility*, (Knopf, 1945), Introduction by George H. Fabine, p. xxxvi. Maugham, Somerset: *Strictly Personal*, (Doubleday, Doran and Co., 1941) p. 216.

[3] Whitehead: *The Aims of Education*, (Mentor), p. 26.

SAMUEL MILLER BROWNELL, *Commissioner of Education, Office of Education, Washington, D.C.*

Professional Leadership in American Education[1]

President Sifert, Ladies and Gentlemen:

This is a happy occasion for me. I am glad, first of all, to have an opportunity to meet with you all to develop my insights and to further my in-service-training. I am glad, too, that I have an opportunity here to see something of many of my old friends and fellow workers. And of course it is good to get away from Washington once in a while to regain a perspective on affairs there —to see day-to-day problems in general rather than in specific context. I can add parenthetically here that I hope to see Office of Education specialists getting this perspective more and more through working with you in the field.

I trust you will not object if I take a moment to comment on this Association and its work as seen from a viewpoint somewhat different from that which most of you enjoy. I see it in relation to the entire national scene. At the same time, having been a part of your organization over a period of years, I know something of your activities at first hand and of your devotion to the interests of education.

My present outlook only confirms my previous convictions about the influence of the North Central Association extending far beyond the borders of the North Central region. From Washington I see in truer and perhaps clearer perspective the significance of your honorable history as a voluntary professional association devoted to developing and maintaining the highest possible standards of education in schools and colleges. You have earned and richly merited public support by your wholesome and selfless efforts.

I would congratulate you particularly for your successful avoidance of one of the prime temptations to which organized groups are subject: that of developing a program and then worshiping it and defending it against change simply because you created it and because it is yours.

One of your strengths is, I'm sure, your assumption of leadership in self-evaluation, self-criticism, and the promotion of changes that you justified because they would lead to improvements. You are now engaged in a number of activities which epitomize these principles. Your teacher education programs, your explorations of the most valid criteria for accreditation, and your restudy of athletic problems and policies are three which come immediately to mind. The assumptions about your role which underlie these efforts are more significant than perhaps you yourselves realize. They are dynamic presuppositions which should, I think, undergird more organizations like yours. Your recent strong statement with respect to athletics is an instance of your courage in taking stands on controversial issues after careful analysis of the facts and study

[1] Delivered before the Association, March 25, 1954, in Chicago.

of their relation to the totality of school and college education.

The strength of your association and the effectiveness of your efforts lie in two complementary areas. The first is the ability and devotion of your membership. The second is the quality of your efforts. In this category I would cite three conditions which seem to have governed your activities. I trust they will continue to guide your work.

The first of these conditions is the mutual confidence you have developed as a result of your continuous cooperative work toward a common objective —the improvement of education.

The second is the support you have wisely elicited from citizens by demonstrating your concern that the welfare of students is the primary goal of the North Central Association.

The third is the level-headed leadership which has characterized the Association over a long period—a leadership which has shown that your programs are developed from well-considered decisions.

As I look into the future and attempt to appraise what the years ahead have in store, I am sure that such principles as these will be needed, perhaps more than ever before, if we are to meet the challenges facing education and make the most of our opportunities.

Let me review briefly some of the facts with which educators must cope today if they are to merit their leadership function in education, and some of the facts which have serious implications for their work tomorrow and the day after tomorrow.

The first is a known large and persistent increase in pupils to be educated.

The second is a large shortage of classrooms.

The third is an urgent need for teachers.

The fourth is a distressing loss of trained manpower through school and college "drop-outs" and because of functional illiteracy.

By 1960 we can foresee an estimated enrollment in elementary, secondary, and higher education of at least 45 million—9 million more students than at present.

With respect to school facilities—we need today roughly 340,000 classrooms for elementary and high schools. In spite of record construction figures of approximately 50,000 new classrooms per year during the last three years, three out of every five classrooms are still overcrowded and one out of every five pupils still goes to school in a schoolhouse which does not meet minimum fire safety conditions. Some observers are encouraged by the fact that ten to twelve billion dollars would solve the present classroom crisis. Nevertheless, the need is a continuing rather than a static one. If the current rates of new births and new construction continue, we shall need more than 400,000 additional classrooms by 1960. This does not include the construction needs for higher education.

The Red Queen's truism to Alice is still pertinent. We have to keep moving if we want to stay where we are. If we want to get ahead, we have to move faster.

A second grievous shortage is that of teachers. Here the problem is more acute even than that of facilities. We can buy classrooms, but we cannot buy competent, devoted, and well-prepared instructors for our children and youth. Attracting able and dedicated young people into the profession, paying them adequately, and improving the conditions of their work are basic problems which every citizen must face if he is to guarantee his child a fair start in life. Today, our elementary schools need 72,000 more teachers. Tomorrow our high schools and colleges will face parallel needs.

A third educational problem of na-

tional significance, but one less well known to many than our shortages of teachers and facilities, is that of our distressing loss of trained manpower through drop-outs from school and college. Almost half of our youngsters drop out of school between the fifth grade and graduation from high school. And of those who enter four-year colleges—less than 50 percent of our high-school graduates—half of these fail to graduate. Our studies show that many who drop out are of high ability. With the great and increasing needs for well-trained manpower this is an appalling waste of what President Eisenhower calls our greatest resource. While we do not know all the causes for "drop-outs," I am confident that the provision of adequate facilities and competent teachers would reduce significantly this costly dissipation of power.

A corollary waste of manpower occurs because of the functional illiteracy of significant portions of our population. We lose the full service to our country of millions because of inadequate education.

Here are the facts. In five states, 12 to 18 percent of the population 25 to 34 years old has less than five years of schooling and is generally considered functionally illiterate. In eleven states 4 to 12 percent of the population between the ages of 25 and 34 has less than five years of schooling.

Four of the five states with the highest functional illiteracy have the highest percent of Selective Service rejectees due to failure on the Armed Services qualification test. The highest nine states in draft rejection for this cause are found in the states with the highest functional illiteracy. These facts have serious implications in terms of military and economic manpower. Can we afford such waste in this highly competitive world?

The need seems obvious for all professional leaders in education to pass on to their colleagues, to prospective teachers, and to lay citizens, such information and its significance. For no one segment of our citizenry alone can meet these challenges. They will be met only by cooperative action of all.

These, in brief, are some of the more obvious challenges which face our schools. Or, more accurately, the challenges which face us—which face all Americans: parents, teachers, school administrators, lawmakers, and other citizens—if the children of this generation are to be prepared for their life as citizens in the democracy we cherish.

In dealing with these problems we can hope for success only as the resources of professional and lay citizens, of individuals and groups are pooled and developed in action. I do not propose here to lay down any proposal for action. That will grow from the ideas you have and share with others. Certainly the North Central Association should and will have a large place in providing leadership in this work.

The challenges to education of which I speak can be evaded, or they can be met. The President has proposed that they be met—that they be met by getting the facts, by having the citizens and educators together study the facts, by having them together plan and get action based on the facts. Hence, the Administration is now sponsoring legislation aimed to center the attention of citizens at the "grassroots" level on the educational problems which they face. Study-action state meetings—serving as preliminaries to a White House Conference on Education—are proposed in bills presently before the Congress. The bills call for appropriations to assist each state so that it may and will hold a carefully planned study-action conference of lay citizens and educators. The purpose of these conferences would be:

To center attention on the education

the citizens believe necessary to prepare youth;

To study ways and means to provide this education; and

To develop an action program for mobilizing local and state resources to get the job done.

Thus study and action would intermesh. I'm sure we all subscribe to the view that study without action is futile; action without study is fatal. And in a democracy significant action without citizen understanding is not likely or desirable. The proposed State and White House Conferences on Education attempt to avoid these pitfalls. They would expedite action to meet the needs of education by involving as central figures the citizens—those who, in the last analysis, will and should, decide the quality and quantity of education for American youth. Given the facts and shown the needs, I have every confidence that the citizens will act wisely and unselfishly. We in the profession can give them invaluable help in presenting facts, issues, and proposing solutions for them to consider. Hence, I foresee that the work of this Association and others like it will be of inestimable value to the citizens. But when all is said and done, we must look to the combined action of individual citizens for the dynamic force which will blow up the roadblocks now impeding the attainment of our goal—better education.

Only they can change property valuations which are unrealistically low and which prevent school districts from securing adequate tax income.

Only they will remove limitations on taxes and bonded indebtedness which block communities from providing the desired school facilities.

Only they will give the resources needed to redistrict or to finance schools or colleges.

Once the resources are provided, their interest, their devotion, and their continuing concern for better education is needed to enable all of us together to achieve our common purpose: preparation of every American boy and girl to make use of his or her full abilities in the service of the community and the country.

And as we devote ourselves to achieving this purpose it is pertinent to remind ourselves that no part of the total aspect of education can long flourish unless other parts flourish with it. We cannot segment the needs of elementary schools, nor isolate those of secondary schools, nor separate those of higher education. All are interrelated. The effectiveness of one depends on the health and vigor of the other. The dependence of the high school program on the work done in the elementary school and the caliber of college studies on the high school preparation are obvious. Similarly, the elementary school and the high school depend for the effectiveness of the education they provide on the teachers which come to them from colleges and universities.

Thus, we shall err if we respond only to certain needs and overlook others. We shall do education a disservice if our zeal to meet the obvious and pressing needs for teachers and classrooms for elementary and/or secondary schools leads us to neglect the less glaring but nevertheless significant areas which need support elsewhere.

We hear so many partisans of one point of view or another that we are often in danger of losing our perspective. The strategic importance of science, for example, leads many to insist that our emphasis must be placed on science education. Others, insisting that an intelligent and understanding citizenry is the *sine qua non* for progress, press the claims of the liberal arts.

While all of us clearly recognize the

necessity for education in science, in the liberal arts, and in other fields whose claims are frequently emphasized, we must guard against falling into the error that the solution of all our educational problems lies in giving special attention to a particular course of study.

The point, of course, is that each is valid and important. Those who teach, those who are training to be scientists, and those who are preparing to fulfill the responsibilities of citizenship must all have a grounding in the liberal arts, including science and the fine arts. In short, our national well-being depends on balanced educational programs. Let us remind ourselves of the maxim when we are tempted to overemphasize particular interests at the expense of the total welfare of education. As professionals we must be zealous to serve the whole profession rather than our segment of it.

As the last part of my discussion, then, some observations on the fundamentals which should characterize professional leadership in the days ahead may be pertinent.

In these times when criticism is rampant, whether or not it is justified, I wish to make a number of comments about our profession—comments whose tenor may appear to be critical but whose intent is positive and helpful.

Ahead of us lie important responsibilities for good stewardship; more students needing more and better higher education, more urgent calls for more and better research service, more efficient and cheaper administration, and so on. The responsibilities are legion. Concurrently, the public is being called upon for heavier expenditures for elementary and secondary schooling, with full recognition on our part that strength there is essential for sound and adequate higher education. The public, then, may well look to leaders in higher education for guidance on how the best possible education for the greatest number can be provided for the least cost.

But in looking to educators, or perhaps in looking *at* educators, the public sees evidences of what we in the profession cannot always be proud. Let us be frank with one another. It sees:

Evidences on the part of some of an unwillingness to do a fair share of the work necessary to make community, state or national government effective.

It also sees instances of a lack of objectivity and a careless use of fact when otherwise well trained people step into active roles outside of their field of specialization. You know the physicist who wouldn't think of telling his biology colleague what he should teach, but who speaks without previous study as an authority on *what* the elementary teacher should teach and *how* she should teach. Or you recognize the historian who would not consider giving an address in the field of sociology but who sounds off on the reorganization of town government, the state tax system, or extension of national social security, without making a careful study of the facts.

A third type of situation which irritates the public is the lack of consideration by some faculty members for the personalities of their students. I refer to teachers who are not interested in any relationships with students other than lecturing and giving examinations. They take no responsibility for the student as a person and a citizen, and they close their eyes to the effect on the student of their lack of interest.

A fourth arises where those in charge of institutions of higher education seem to place their own interests and those of their colleges ahead of the general welfare. If there is any area where the public should be justified in expecting demonstrations that problems of social concern will take prior-

ity over selfish interests it should be the area of educational leadership. If there is any area in which we should expect demonstration that issues would be solved by intelligence and by cooperation rather than by conflict and compromise, that area should be higher education, and educators should demonstrate their competence to solve problems on that basis.

I am tempted to expand on these points, but you are fully qualified to document or to disprove their significance from your own observation and study. In any case, to the extent that they exist their elimination presents challenges to professional leadership in American education.

Up to this point in my discussion I have tried to do four things:

To review what I call the educational challenges facing this country: great increases in enrollment; growing shortages of classrooms and teachers; and distressing waste of potential trained manpower.

To point out the need for accelerated action by lay citizens and educators working together, and to suggest the opportunities you have for leadership.

To call attention to the interrelatedness and interdependence of all portions of the educational system.

To suggest certain criticisms of educators the elimination of which calls for professional attention and leadership.

You may well ask, I think, whether or not I propose to discuss these matters without offering any constructive suggestions. Far be it from me to assume that I can present this group with ready answers to these problems and challenges. My move to Washington has not as yet given me delusions of that magnitude. But I do feel obligated to state in summary fashion a few elements or principles, or essentials,—call them what you will—which it seems to me need to undergird our common efforts as we work together to improve educational practice.

I shall not illustrate how these principles can be implemented in practice—your own experience will suggest that—but I want to emphasize these as workable, pragmatic elements of effective professional leadership. There are seven which I shall name:

1. Recognition of and belief in the idea that the public should determine how much and what kind of education it should and will support.

2. Belief in the ability of an informed citizenry to make wise decisions.

3. Respect and concern for the welfare of *all* segments of education and all teachers.

4. Acceptance of the labors of voluntary cooperation as the price of freedom from legal regulation.

5. Demonstration of the ability to exercise mature, objective relationships and unselfishness in order to secure and retain the respect and support of the public. (This means cooperative development of education within states, involving all interested parties: lay citizens, lawmakers, and educators, and affecting all levels of schooling.)

5. Insistence on constant and continuous evaluation of any and all aspects of education, and of the activities of voluntary, as well as legally constituted educational bodies.

7. Willingness to modify procedures and structures that may have served well, when evidence indicates the probability that changes will serve education's best interests.

As we face the challenges, as well as some of the frustrations which are inevitable in our purposeful and dynamic work, we shall in fact give professional leadership of the highest order if we guide ourselves by such convictions, and practice what we preach.

FARNAM G. POPE, *Chief, Dependents' Schools Section, Education and Libraries Branch, Personnel Services Division, Directorate of Military Personnel*

American Education in Oversea Areas as Provided by the Department of the Air Force

IN ORDER TO RETAIN competent, able people in our vital military organizations, and in order that these people can work most effectively, a reasonably normal family and home life is necessary. The institutions of home and family are unassayable factors in the morale of each of us. For these reasons, the upper three grades of enlisted personnel, airmen First Class with seven years' service, and officers, are extended the privilege of having their families with them at many of their assignments in oversea areas. With children in oversea areas, there follows the obligation to provide an adequate means for their education. Each of the military services makes provision for education of dependents of military and civilian personnel in oversea areas.

A majority of the boys and girls whose parents are members of one of the armed services will sit in many different classrooms during their school years. They will most likely attend more different schools than their years of education; many will average over two schools a year. For approximately one-third of the days in school their classrooms will be outside the United States and in countries in which English is NOT the native language.

The Air Force Dependents' Schools Program provides an *American-Type* education, grades 1–12, for children of Air Force personnel and other U. S. government employees stationed in oversea areas. The Air Force Dependents' Schools Program provides education in oversea areas through three types of schools or school situations—the Air Force-Operated school, the Service-Contract school, and the Correspondence school.

The Air Force-Operated school is a school which overseas commanders may establish when there are, in a reasonable attendance area, at least twenty children in grades 1–8; or at least fifty children in grades 9–12. These schools are staffed with teachers trained in the United States. The teachers must have had at least three years of successful teaching experience in the public schools in the States. The school administrator must possess a principal's certificate and have had a minimum of five years' school experience. The Air Force-Operated school is open, on a space available basis, to dependents of personnel of the Air Force, the Army, the Navy, other U. S. Governmental agencies, and when it would benefit the United States, to children of citizens of other countries. Tuition to represent the actual per pupil cost of operating the school is charged all but Air Force children. The Air Force school at its inception is

usually organized to accommodate the dependents of all the military personnel living in the area.

The Service-Contract school is described by its name. The Air Force attempts to stay out of the business of operating schools. Whenever English language schools are available at a reasonable cost and the program offered is sufficiently like that of the schools in the United States, the Air Force contracts for education for the boys and girls. Opportunities to use locally available schools are limited. However, Service-Contract schools are used exclusively in Bermuda, and commonly in Newfoundland and England.

The Correspondence school is designed for areas where no English language schools are available and where children are too few in number to warrant the cost of providing live classroom instruction. Correspondence home study courses at the appropriate grade level are provided these boys and girls. Tutors or monitors for correspondence courses may not be paid from appropriated funds. The parents are expected to monitor their child's study.

There is a fourth arrangement that may be made. It is not common—possibly not as common as it might well be. Air Force personnel assigned to areas where there are neither service-operated schools nor locally available English language schools may send their children to the public schools in a foreign country. It is surprising how rapidly young children learn a foreign language when their playmates speak that foreign language. It is not uncommon for a preschool or primary school child to be the official family interpreter.

In addition to the schools above, about 2,500 Air Force students attend schools operated by the Army and the Navy in oversea areas. All children of military and civilian personnel are eligible to attend a service-operated school regardless of the service operating the school. Careful coordination is maintained among the military services in programming school facilities so that there is no duplication of effort.

The Air Force Dependent's Schools Program is concerned with some 28,000 children of school age in the oversea areas. Twenty-three thousand attend our seventy elementary and eleven secondary Air Force-Operated schools; 3,200 attend Service-Contract or Correspondence schools; and 2,500 attend schools operated by either the Army or the Navy. They attend schools in sixty-nine different countries. The locations range from Iron Curtain countries where correspondence courses are used, to Iceland, the Union of South Africa, Saudi Arabia and to the Johnston Islands in the middle of the Pacific. The school plants vary greatly. For the most part the school plant reflects the surroundings in which the schools are established. There are schools operating in Dallas huts—fair-sized sheds on skids; in school buildings as modern as our new schools in the states; in converted barracks; and in mess halls and chapels. They experience the same problems of overcrowding as stateside schools and have to face the necessity for double sessioning about as frequently as is necessary in congested areas in the United States.

The elementary curriculum of a service-operated school is the curriculum of a typical school in the United States. Current standard texts and instructional materials are provided. Each school has, in addition to these standard texts, a selection of supplementary texts. A basic library, based upon the size of the school, is a normal part of the equipment for a new school. Music, Art, and Physical Education may be handled by special teachers in the larger schools but most commonly

the grade teacher instructs in all areas. In Germany and France, language instruction of the country is a part of the elementary curriculum.

The curriculum in our eleven high schools is built around a college preparatory program. The high schools are small. They are too small for the greatest economy and for the desired breadth of program. They probably are too small for the best learning—a part of which comes from the inspiration and exchange of ideas among students. It is desired that wherever the Air Force decides to offer high school instruction, regardless of the size of the school, the schools should as a minimum have offerings in homemaking, industrial arts, and commercial subjects, in addition to those courses commonly offered for college entrance. The high school at Tripoli, Libya, is both new and small. It presently offers a bare college entrance program. In contrast, the London Central High, a boarding high school at Bushby Park, London, has offerings in home economics, industrial arts and woodworking, music, arts and crafts, speech and drama, business and mechanical drawing.

The boarding high school is an institution confined to the Army and Air Force programs in Europe and Africa. In the Air Force, the high school group represents about 10 percent of the overseas school enrollment. It is not financially possible to offer high school instruction in every location where there are high school students. Boarding high schools have been established to enable students to attend an American high school within week-end commuting distance of their parents' residence. The parent pays for the cost of board and room at the rate of about $1.75 per day. Dormitory supervisors are employed on a full time basis. It is necessary to provide after-school activities, to conduct evening study periods, and to be parents to the teenagers.

The Army operates six such dormitory schools in Germany and France, the Air Force operates one each in England, France, and French Morocco.

The boarding high schools have developed fine student activity programs. In fact, student activities in the overseas schools seem at times to be the focal point of the teanager's social life. The high school student councils have fostered some fine experiences with students of the some age group attending the native schools. Some of the disadvantages of our schools being isolated from other American schools are off-set by opportunities to center formal and informal learning experiences around the resources of a community in a foreign country.

The Air Force, the Army, and the Navy are proud of their high schools which have been admitted to membership in the North Central Association. The Air Force service-operated high schools are staffed and organized in accordance with the regulations and criteria of the North Central Association. The suggestions made by the Association visitation teams are most helpful in providing an adequate American-type school program in oversea areas.

The Air Force has one high school program of special interest. There are eleven Air Force students in grades 9–12 on Terceira Island, in the Azores. There are two choices for these students to secure a high school education. Either they may stay in the United States with the mother of the family or relatives; or they can take correspondence courses and live as a family unit in the Azores. Last year, the high school students enrolled in the University of Nebraska Extension Courses. The eighth grade teacher who had

eleven eighth grade children monitored the completion of the high school correspondence courses in her classroom. She provided help as needed, conducted a chemistry laboratory for four students and found that French and Algebra were most successful if she conducted regular classes in those subjects. The grade distribution in the Azores school is such this year that a full-time monitor of the high school program has been provided. He will also carry a major portion of the administrative load of the two hundred-pupil school. This means of providing a high school program for a very small number of students is something of an experiment. The Azores high school program leaves a great deal to be desired but is an improvement upon correspondence lessons prepared at the dining room table.

The Department of the Air Force is not organized primarily to operate dependents' schools, but rather has as its primary function the air defense of the United States. All other functions in the Air Force are of necessity organized to provide for the strategic deployment of Air Force resources to accomplish this primary mission. The Air Force does not normally *centralize* operational control at the Washington Headquarters level. Basic policies and guides are established at that level, but responsibility for doing a job is delegated to the lowest echelon capable of effectively carrying out the responsibility. The Dependents' School activity has to adapt itself to that pattern or secure authority to deviate from normal practice with the concurrence of all the functional areas concerned, such as Budget and Fiscal, Supply, Personnel, Transportation, Procurement, and many others.

In general, under the Headquarters in Washington, the Air Force is made up of Major Air Commands. There are Major Oversea Air Commands such as USAFE (U. S. Air Forces in Europe), and FEAF (Far East Air Forces). Each command has subordinate echelons, and under the subordinate organizations are the Air Force Bases. This is, of course, a highly simplified picture of the organization of the Air Force, but it is adequate for discussing the levels of supervision in the Dependents' Schools Program. Perhaps it might clarify the picture to give an example of the organization from the Headquarters in Washington down to the Air Force base where the service-operated school is located. We will choose a European base for the example.

The Headquarters USAF Dependents' Schools Section in Washington has leadership and advisory functions. It sets the stage for the school program. It establishes the broad policies concerning the levels of education offered, the conditions under which schools will be established, the minimum qualifications of personnel, and the amount of money that may be spent from appropriated funds to keep the Air Force within a legal per pupil limitation. The Dependents' Schools Section proposes legislation of concern to the dependents' schools program. Its personnel frequently appear before congressional appropriation committees. Consistent with public school practice the Air Force attempts to delegate to the principal of the school as many responsibilities as possible.

At the Headquarters U. S. Air Forces in Europe (USAFE) there is a Dependents' Schools Branch. It has functions somewhat similar to those of the Headquarters USAF Dependents' Schools Section but is concerned only with the schools in Europe, England, and Africa. Headquarters USAFE carries out its functions within the policies established as the Washington level. The

Major Command (USAFE as the example) is responsible for the establishment of command-wide curricula where desirable, the development of study guides, procurement and selection of texts, and interviewing and recommending teachers for employment. It has responsibilities in budgeting and funding. It is that office which has the special area supervisory staff to develop the basis for a uniform program, to organize in-service training programs for teachers and administrators, and to provide leadership and consultant services for the schools within the command.

The subordinate command level may or may not be a school supervisory level. In England there is a superintendent of schools comparable to the county superintendent. The schools in England are operated directly under his supervision. The school principals are responsible in school matters to him. One should not be left with the impression that this is always the relationship between the principal and the area superintendent. In practice, this is likely to be the case. An organization chart, however, would show more commonly an area superintendent attached to a Headquarters, with a schools officer at this headquarters and a base commander and a base schools officer between him and the school principal. Official correspondence would go through these channels.

The Dependents' Schools activity is but one of many activities carried on at a base. The Air Force has its budgeting and funding offices and procedures, its supply procedures, its system for recruiting and processing personnel, its system for constructing or renting facilities—there is a procedure and someone responsible for every conceivable function. To duplicate any function for the Dependents' Schools operation would constitute an undue expense and cause complications as a unique procedure. Many normal Air Force procedures have been altered to meet the Dependents' Schools' needs effectively. The fact that these military procedures are followed makes it essential that there be a schools officer. He functions much as does a business manager for the school.

When the North Central Association first became interested in the overseas schools, one characteristic was of great concern to the educators who visited these schools. It appeared to them that the schools and their programs were dominated by the military rather than developed under the leadership of trained educators. From time to time there seemed to be a serious lack of understanding of the needs of a public school system and the freedom which administrators and teachers must have in order to do the most effective job. Much progress has been made in the relationship between the military man who is responsible to the commanding officer for the success of the school program, and the school principal. The Air Force is preparing a Manual which will delineate the areas of responsibility of the schools officer and the responsibilities and authority of the school principal and his staff. In essence—the schools officer is responsible for providing supplies, equipment, personnel, transportation, and facilities deemed necessary by the school principal. The school principal is responsible for the technical education facets of the school operation. The school principal organizes the curriculum, assigns teachers, determines what instructional materials are needed, supervises the instruction, and generally has the responsibility for the educational program.

The principal of the overseas school holds a key position in determining the quality of program that is offered and

in establishing the relationship of the school to the military community. He must provide sound professional leadership and do so without the opportunity of discussing a knotty problem with the principal in the town up the road. He is operating a civilian type activity within a military setting. He is supervising people largely unfamiliar with military idiosyncracies. He has a faculty that is likely to be living close together twenty-four hours a day. The welfare of the teachers during their out of school time is important to the job they will do in the classroom. He is their spokesman and when necessary, their champion. The role he helps build for the teacher, in large part, determines his ability to serve as the professional leader and helper. The principal's interest in the welfare of the teacher is fully as important as in his ability to organize the school program and to supervise the instruction.

It is a responsibility of the school principal to see that there is a happy family feeling within the school and among his teachers during their out of school time. One bad apple can quickly infect the others. It can damage the whole family spirit.

There is no question but that the principal must have freedom to set up the school organization, to regulate the school day, the subjects to be taught, to foster the teaching methods which he and his staff feel are best to bring about the most effective teaching and learning. The principal many times must have the final word at the base level in school matters. With this freedom and authority, the school principal is expected to foster an excellent school.

Each of the military service's Dependents' Schools program is particularly blessed with well qualified teachers. The Air Force teachers are recruited annually by the Air Force Civilian Personnel offices. Recruiting teams, which include overseas administrative personnel, interview applicants and make recommendations for hire to the Air Force Overseas Employment Bureau in Washington. General publicity is given the dates of interview schedules throughout the United States. Inquiries concerning oversea assignments may be directed to the Overseas Employment Branch, directorate of Civilian Personnel, Headquarters USAF, Washington 25, D. C. During the first year an Air Force teacher will be paid about $3,500 for ten months. He or she must have a bachelor's degree, three years of teaching experience in the public schools of the United States, and a valid teaching certificate. Additional qualifications will not mean more money. The opportunity to travel and the romance of overseas employment seem to enable the services to staff the overseas schools without difficulty. Many of the teachers have masters' degrees and have taken substantial reductions in salary in accepting their present jobs. Many are on leaves of absence from positions in the states. The teachers individually and collectively bring the best of instruction to our boys and girls overseas.

If the reader is ever in a foreign country and is feeling a little lonesome for the good old USA, he should visit a Dependents' School. He will be well received, and will leave feeling that he has been back home. As Lowell Fisher, past president of the North Central Association, said after visiting the Dependents' Schools in Europe last year, "The Dependents' Schools are small portions of America transplanted in a foreign country."

EARL R. SIFERT, *Director, Dependents Education Organization, Dependents Education Group*

How Young Americans Study Under the D.E.O. in Europe[1]

IMMEDIATELY upon the cessation of hostilities in Europe at the end of World War II, the US Army headquarters began a study of the educational requirements that the Army would need to satisfy when occupation troops and their dependents would begin to arrive in Germany en masse. Army experience in the field of public school education was very limited with only a handful of public schools actually operated by the Army on military installations in the United States.

Prior to World War II, most children of Army personnel attended the public schools near the Army posts where their fathers were stationed. Children of the comparatively few military personnel stationed in foreign countries either studied through correspondence courses or attended one of the handful of expensive private English-speaking schools located in England, France, or Switzerland.

Preliminary surveys made by the Army in December, 1945, indicated that thousands of American children of all school ages would soon begin arriving in Germany. The Army, with no previous experience on so vast a scale, needed to organize an American-type school system which could compare favorably with the better school systems in the United States.

Army officials were faced with the problem of getting school buildings established immediately in a country destroyed and ravished by war. They faced the task of recruiting highly qualified American school teachers, which meant teachers already secure in their jobs at home. They needed to organize school curricula, order tons of supplies, determine school locations; indeed, the problem was to start from scratch and organize a complete, modern, and fully accredited American school system abroad.

In October, 1946, after careful organization and preparation by trained American military and civilian educators, the US Army in Europe began its first school semester for 2,800 American dependent children attending thirty-eight elementary schools and five high schools staffed by 120 American teachers. The schools, then all within Germany, were located in battle-scarred buildings, private American homes, rooms in German school houses, and anywhere a teacher and a group of students could gather and study.

In nine years this program has grown fast enough to startle even its original planners. Today, in France and Germany alone, the Army maintains ninety-three elementary schools, twelve high schools, and forty-one kinder-

[1] Mr. Sifert is the immediate past-president of the North Central Association. In June, 1954, he resigned the superintendency of the Proviso Township High School, Maywood, Illinois, which he had occupied since 1936, to become the director of the Dependent Education Organization in Europe. This article was prepared by request.—EDITOR.

gartens staffed by 1,400 American, French, and German educators. This vast school system, extending from Berlin to Bordeaux, caters to the education needs of about thirty thousand American children with an expected increase of six thousand before the 1954-55 school year ends. It is comparable in scope and scholastic attainment to the better school systems in the United States. Indeed, its school population today is compared to that found in such medium-sized cities in the States as Akron, Ohio; Omaha, Nebraska; and Tulsa, Oklahoma.

Individual school units at the elementary level vary in size from one-room schools to those of over 1,200 pupils. High schools vary from less than one hundred to over six hundred. To transport these thousands of pupils daily requires a fleet of buses far greater than that of any American city.

Happily, now, most of these schools are conducted in new, highly modern, and efficient school buildings. Few American cities could boast so complete and excellent school housing facilities as are found in some European American schools.

The high schools are operated under the accreditation provisions of the North Central Association of Colleges and Secondary Schools; the teachers are fully qualified, and all have a minimum of two years' Stateside experience. The school curricula are comparable and sometimes exceed the curricula of the better public school systems in the United States. While, in former years, international statesmen, American diplomats, and foreign businessmen were content to hire private tutors or send their children to fashionable private schools on the continent, today these same people vie for the opportunity to have their children attend an Army dependents' school. But, Army regulations guiding the school program limit admissions to eligible dependent children of American military and civilian employees of the Department of Defense. Children of American employees of other government agencies may attend on a tuition-paying basis. Children of foreign diplomats, private American citizens, or others may attend only on a tuition-paying, space-available basis, and are ofttimes turned away because of lack of space.

The Army education program for dependent children in France and Germany is jointly directed by a professional staff of civilian educators and a military staff that provides supplies and equipment, determines student enrollment forecasts and, in general, serves as liasion between the US Army and American civilian education. The civilian unit, popularly called DEO, is officially known as the Dependents Education Organization, while the military unit, DSD, stands for Dependents School Detachment. Both groups maintain joint headquarters in Karlsruhe, Germany.

One of the most vital programs of the DEO headquarters staff is the year-round recruitment of qualified American teachers. No organization can exceed the quality of its personnel; hence, the standards set for American school teachers are perhaps among the highest in the land. Last year eight hundred newly recruited teachers were chosen from over four thousand applicants.

To be eligible for a teaching assignment, an applicant must be an American citizen holding a baccalaureate degree from an accredited college or university, with at least eighteen hours of education courses. In addition, the prospective teacher must have two years of experience in the field for which she is applying, as well as a recognized teacher's certificate.

Men and women between the ages of twenty-five and fifty-five are considered. Teachers are recruited through the Overseas Teacher Recruitment Bureau, Office of Civilian Personnel, Old Post Office Building, Washington 25, D. C.

In addition to their salaries, which average about $3,500 per year, teachers are given free transportation and free government quarters or an allowance for quarters, as well as entitlement to some of the so-called fringe benefits offered to military personnel abroad. An in-service training program and an opportunity to travel and study help the American teachers abroad to further their professional pursuits and add to their personal abilities and qualifications.

The school curricula and the textbooks are the same as those employed at the average school in the United States. In addition, elementary schools have a foreign language program for all grades, limited to French or German, depending on the location of the school. The languages are taught by local French or German instructors and range from fifteen minutes a day in the primary grades to forty minutes a day in the eighth grades.

High school foreign language requirements are also limited to French and German and taught by indigenous instructors. Students may study other languages and receive credit for them, provided that they do so at their own expense.

An interesting and important phase of all school curricula abroad is the many field trips which enable American students not only to study their history, geography, current events, and even science, but to "live" these subjects as well. For example, students at the Heidelberg American school need only go downtown to visit the University of Heidelberg where Professor Bunsen invented the famous burner used in all high school laboratories. By the same token, it is only a seven-cent ride on the Paris metro for students of the Paris American school to visit the spot where Marie Antoinette was imprisoned or where Napoleon now rests.

Because of the limited number of American high schools and the great demand for secondary education, six American high schools in France and Germany maintain five- and seven-day dormitories for American students who do not live within bus-commuting distance of a school. These dormitories offer their facilities to the children of American embassy officials also who are stationed throughout Europe, including countries behind the Iron Curtain.

Although Congress provides no funds for the maintenance of dormitories, individual military installation commanders may erect and equip such facilities. Students pay a monthly rate for linen and meals which averages about $1.10 a day.

Visitors to the American schools abroad are forever impressed with the poise and maturity displayed by students of all ages. This is not at all unique when it is realized that these are the children of professional travellers, children who in their own right have been to at least one foreign country in their respective lifetimes. Between their parents' responsibilities as representatives of America and the responsibilities of their teachers in pointing out their role as junior ambassadors abroad, it may be a certainty that these youths are being trained to become useful American citizens in the days ahead.

STEPHEN ROMINE, *Professor of Secondary Education, University of Colorado, Boulder, Colorado*

What Member Schools Think of the N.C.A.[1]

THIS IS A REPORT of an evaluation of the Commission on Secondary Schools with some important implications.

What do administrators of member high schools think of their NCA state committees? What do they think of the Commission on Secondary Schools? Some answers to these questions are presented in the report which follows. These are based on replies from 2,083 administrators to a questionnaire survey conducted early in 1954. This response represents about 65 percent of the total membership, and within states this figure ranged from 58 to 81 percent.

PART I: THE RESULTS IN A NUTSHELL

The major findings of the survey and their implications may be summarized briefly. General satisfaction was voiced on an Association-wide basis with state committees and the Commission on Secondary Schools. This response, evident in the case of most individual items evaluated, should be encouraging. Some weaknesses were also revealed, and these require attention. State committees should consider carefully the findings on the state level, results of which have been communicated to each state chairman. More specifically, the points which follow are important to improving the value and services of the NCA to member schools.

1. Many high school administrators called for greater emphasis on the establishment of cooperative relationships between secondary schools and collegiate institutions. This was further strengthened by responses to various items, all of which suggest the desirability of bringing about greater interrelationship among the three commissions of the NCA.

2. More leadership was called for at the state level through such things as school visits, conferences and consultative services. These pose a problem of personnel, time, and money, but responses to a number of items form a definite pattern pointing out the desirability of more such services. Greater cooperation of the NCA with other agencies offers one approach to meeting these demands.

3. Although a small majority of administrators favored a plan of reporting less often than annually, continuation of annual reports seems to be desirable and practical, at least for the time being. There was a large majority (almost 2 to 1) in favor of periodic reporting on all administrators and teachers. Responses strongly indicated that the Special Report Form on Criteria (Form A-3) has probably served

[1] Released for publication by the Cooperating Committee on Research, a subcommittee of the Commission on Secondary Schools. The members of this committee are: Stephen Romine, Colorado (*Chairman*); L. A. Van Dyke, Iowa; F. L. Simmons, Ohio; H. Pat Wardlaw, Missouri; and Leon S. Waskin, Michigan.

its purpose for the time being and should be discontinued. It was evident that administrators want report forms and procedures to be kept simple.

4. Greater participation on reviewing committees is needed since less than a third of the responding administrators have been involved in this activity. Responses to other items revealed a need for greater attendance at annual meetings and for a more effective program of informing participants of policies, procedures, and so forth, employed in the conduct of NCA business. Greater involvement of more school administrators and the placing of more responsibility on them is evident from responses to several items. And it appeared also that too few administrators of smaller schools have an active role in Association affairs.

5. The responses of administrators called for careful study of the interpretation and application of policies, regulations, and criteria, especially as regards an expressed desire for greater uniformity on the one hand and greater consideration of the total pattern of a school on the other.

6. A sound program of interpretation and public relations appeared as a very important need of the NCA. School administrators called for more help from state committees and the Commission on Secondary Schools in such matters.

7. More self-appraisal and greater use of visiting survey committees was desired by many school administrators. Some plan to facilitate these appraisal activities is evidently needed and doubtless would be of much value to participating schools. Although the survey did not deal with the question, it is possible that member schools are at their highest level of performance at the time they are surveyed for membership and that without periodic resurvey activities they may not remain at that level of service.

8. In view of responses definitely favoring alteration of Association-wide meetings and smaller regional meetings, a study should be made of the possibilities for developing a feasible plan, taking into account the many problems of time and expense. Holding the annual meeting in different cities should also be considered.

These items present only a summary of the most significant points. For a more complete picture of the survey, it is recommended that the details which follow be studied carefully.

PART II: DETAILS OF THE STUDY

Purposes of the study.—The major aim was to discover strengths and weaknesses of state committees and the Commission on Secondary Schools as regards: (1) aims and means; (2) activities, procedures, and services; (3) report forms and reporting procedures; (4) trends in accreditation; and (5) some related matters. It was intended also to make suggestions for improvement based upon the findings.

Procedure of the study.—A questionnaire served as the data-gathering instrument. This was developed, tried out, and revised over a period of fourteen months. During this process it was examined by more than 150 administrators and was validated after each of several revisions, including appraisal by state chairmen.

For purposes of tabulation respondents were asked to report: (1) the name of the state in which their school was located; (2) the grades on which the annual report was made (for example, grades 10–12); and (3) the pupil enrollment. Beyond this information every effort was made to insure the anonymity of respondents.

The general scheme of presenting results was to give these on an Association-wide basis, and this plan is fol-

TABLE I

THE OPINIONS OF 2,083 ADMINISTRATORS OF MEMBER HIGH SCHOOLS AS TO THE KIND OF A JOB BEING DONE WITH MAJOR AIMS AND MEANS OF THE NCA

AIMS and MEANS	Approx. percentage reporting the job being done as:		
	Good	Fair	Poor
The development and maintenance of high standards of excellence among member schools	76	22	1—
The continued improvement of the educational program and the effectiveness of instruction in member schools	61	35	2
The scientific and professional approach to the solution of educational problems	53	40	3
The establishment of cooperative relationships between secondary schools and colleges and universities	39	49	9
The maintenance of effective working relationships with other educational organizations and accrediting agencies	54	36	3

lowed later in this report. Reference is also made to states, to organizational scheme (grades reported on), and to pupil enrollment groups to indicate variation of response when such exists. A complete tabulation by individual state has been sent to each state chairman, as was suggested earlier.

The percentages reported were figured on the basis of the total number of respondents, 2,083, unless the item in question was dependent upon a partial response to an earlier item. In this way item analysis permits one to determine the percentage of administrators not responding to the various questions. It may be recalled that with regard to many items administrators were asked not to respond if they were unfamiliar with the matter under discussion, and other items were also left blank by some respondents.

Limitations of the study.—Every reasonable effort was made to insure validity and reliability. Nevertheless, it should be recognized that with a questionnaire there may be errors of interpretation and response. Some of the respondents doubtless have had little contact with the NCA; others have had years of experience. Feeling or opinion was called for throughout, and the responses should be recognized as evidence of such, not as fact. These limitations are mentioned, not to discredit the study, but to suggest thoughtful interpretation on the part of the reader.

Feelings about the aims and means of the NCA.—The data in Table I suggest general satisfaction with the aims and means of the NCA. Greatest satisfaction with present performance was expressed about "The development and maintenance of high standards of excellence among member schools." Least satisfaction was voiced about "The establishment of cooperative relationships between secondary schools and colleges and universities."

For the future, greater emphasis was more frequently called for in regard to these cooperative relationships than for any other item. Table II reveals the future emphasis called for by administrators.

Responses from individual states reveal considerable variation. For example, as regards high standards, 86 percent of the administrators in one state believed that the NCA was doing a good job; in another state this figure

TABLE II

THE OPINIONS OF 2,083 ADMINISTRATORS OF MEMBER HIGH SCHOOLS AS TO FUTURE EMPHASIS WHICH SHOULD BE PLACED ON MAJOR AIMS AND MEANS OF THE NCA

AIMS and MEANS	Approx. percentage asking that emphasis in the future be:		
	Greater	About same	Less
The development and maintenance of high standards of excellence among member schools	33	59	
The continued improvement of the educational program and the effectiveness of instruction in member schools	49	44	
The scientific and professional approach to the solution of educational problems	44	46	1—
The establishment of cooperative relationships between secondary schools and colleges and universities	60	32	
The maintenance of effective working relationships with other educational organizations and accrediting agencies	33	54	

was only 67 percent. Relative to cooperation between high schools and collegiate institutions, only 28 percent of the respondents of one state believed that a good job was being done, while in another state the figure was 62 percent.

The size of school (based on pupil enrollment) and the organizational scheme (based on the grades included) did not appreciably affect the pattern of response, although there was a tendency for administrators of larger schools to report a higher degree of satisfaction. This was more noticeable in comparing returns from schools of one thousand or more pupils with those of schools having fewer than two hundred pupils.

Satisfaction with principles, policies, regulations, and criteria.—Slightly more than one-third of the administrators indicated that they were very well satisfied with principles, policies, regulations, and criteria. All but 2 percent of the remainder expressed general satisfaction.

Considerable variation existed among states. In one, for example, 54 percent of the administrators said that they were very well satisfied, while in another only 24 percent indicated this response. This may reflect satisfaction or dissatisfaction with the administration of principles, policies, and so forth, as well as feeling for these things as they are stated. Administrators of larger schools seemed to be somewhat more satisfied than those of smaller schools.

Principles, policies, regulations, and criteria needing revision.—Few respondents wrote in any suggestions regarding revision. Nine different regulations or criteria were mentioned at least once, and only one was mentioned more than three times. Forty administrators suggested revision of requirements pertaining to the training of school librarians, generally pointing out the difficulty of meeting these requirements.

Satisfaction with activities, procedures, and services.—The data in Table III reveal general satisfaction with activities, procedures, and services. Not all respondents answered all items since many were not sufficiently familiar with them to do so. Variation among

TABLE III

THE OPINIONS OF 2,083 ADMINISTRATORS OF MEMBER HIGH SCHOOLS AS TO THE KIND OF JOB BEING DONE WITH ACTIVITIES, PROCEDURES, AND SERVICES OF THE COMMISSION ON SECONDARY SCHOOLS

Activities, Procedures, and Services	Approx. percentage reporting the job being done as:		
	Good	Fair	Poor
Accreditation activities, procedures, and services by your state committee on the state level	77	22	1—
Consultative and leadership activities and services by your state committee through conferences, school visits, research, etc., on the state level	43	41	8
Cooperation of your state committee generally on the state level with associations of principals, supts., teachers, board members, and laymen	72	19	2
Policies and procedures for the election of members to your state committee	55	22	4
The program of the annual meeting of the NCA Procedures of reviewing committees at the annual meeting	48	24	3
Procedures of reviewing committees at the annual meeting	42	17	2
Policies and procedures for election of Commission officers at the annual meeting	40	16	2
Procedures followed in developing regulations, criteria, and reporting practices for schools	53	22	1
Association-wide cooperation with various groups such as principals, superintendents, teachers, board members, and laymen	55	28	3
Association-wide cooperation with member colleges on educational problems of mutual interest	42	21	1
The *North Central Association Quarterly*	73	17	1

states was marked. In one state, for example, 91 percent of the administrators believed that a good job was being done in accreditation activities on the state level, while in another state only 55 percent indicated this response. Administrators of larger schools were somewhat more satisfied than were those of smaller schools, although not to as high a degree as was true with the aims and means reported earlier. Accreditation activities on the state level and the NORTH CENTRAL ASSOCIATION QUARTERLY were generally at or near the top of the list in terms of a job well done.

As a summary response, administrators were asked to indicate their satisfaction with activities, procedures, and services of the state committee and of the Commission on Secondary Schools. Regarding the state committee, about 40 per cent of the respondents indicated that they were very well satisfied; 55 percent reported that they were generally satisfied; and 3 percent said that they were not satisfied. Variation among states was quite marked; for example, in one only 16 percent reported that they were very well satisfied, while in another the percentage was 68. A much higher percentage of administrators of larger schools reported that they were very well satisfied (53 percent in schools of one thousand or more pupils and only 35 percent in schools of less than two hundred pupils).

Feelings about activities, procedures, and services of the Commission on Secondary Schools were reported as follows: 33 per cent, very well satisfied;

TABLE IV

THE OPINIONS OF 2,083 ADMINISTRATORS OF MEMBER HIGH SCHOOLS AS TO THE REPORT FORMS USED BY THE NCA

Items on Report	Approx. percentage reporting as follows:		
	Good	Fair	Poor
What is your appraisal of the forms for the annual report on regulations (Form A-1 and Form B)?	71	25	1
What is your appraisal of the form for the annual report on criteria (Form A-2)?	60	32	4
What is your appraisal of the special forms on criteria (Form A-3)?	38	47	8

60 per cent, generally satisfied; and 1 per cent, not satisfied. Variation existed among states, although not to the degree reported for state committees, and the same is true with regard to administrators of larger schools in comparison with those of smaller schools.

Needed improvements in activities, procedures, and services.—Only a small minority of respondents indicated that any items especially needed improvement:

Consultative and leadership activities and services by state committee through conferences, school visits, research, etc. on the state level	19 percent
The program of the annual meeting of the North Central Association	10 percent

On all other items in Table III the percentage calling for improvement was 7 or less, generally less.

A slightly higher percentage of administrators of smaller schools called for consultative services than did those of larger schools. Variation among states was marked. For example, in one state only 8 percent of the administrators called for improvement of consultative and leadership activities and services, while in another the figure stood at 36 percent.

Write-in responses suggested a need for expanding consultative and leadership activities on the state level, although only a comparatively small number of administrators took the trouble to indicate their wishes. One hundred twenty-nine responses called for more school visits, conferences, workshops, area meetings within a state, and state-wide meetings. In discussing these comments and other data with school administrators and state chairmen, it appears that in states where comparatively more such services have been made available, there is greater demand for them.

Satisfaction with report forms and reporting procedures.—The data in Table IV indicate general satisfaction with the basic report forms utilized by the NCA. These include Forms A-1 and Form B for reporting on regulations and Form A-2 for reporting on criteria. Among the states there was considerable variation; in one 82 per cent of the administrators indicated that Form A-1 and Form B were good; in another this figure was only 56 percent.

Respondents believed that completion of Form A-2 (which is supposed to be staff project) yields value to the school as follows:

Much value	13 percent
Some value	61 percent
Little value	18 percent
No value	3 percent

The way in which the form is used, as well as its composition, doubtless in-

fluences its value. In one state, 31 percent of the administrators reported use of the Form A-2 as of much value, while in another, only 8 per cent indicated this response.

Less frequent reporting.—On an Association-wide basis, 55 percent of the administrators favored some sort of plan to report less often than annually; for example, every two or three years, while 38 percent did not favor this idea. There was considerable variation among states, those favoring the plan extending from 36 percent in one state to 71 percent in another. The majority of administrators in twelve states and in the American Dependents' Schools favored less frequent reporting, while those of seven states did not. Reporting to state departments of education in addition to NCA reporting doubtless had some influence on the response.

Form A-3, Special Report on Criteria.—This form was questioned by many administrators. Seventy-seven percent indicated that they filled it out each year; 17 percent admitted that they did not. The group regularly completing the form valued it as follows:

Much value	16 percent
Some value	60 percent
Little value	18 percent
No value	4 percent

The percentage filling out Form A-3 regularly varied from 46 percent in one state to 96 percent in another, but it must be remembered that use of this form has been optional in some states and required in others. The group reporting the use of Form A-3 as of much value varied from 0 percent to 40 percent among the states.

Opinion regarding future use of Form A-3 was divided: 33 per cent said "Yes" and 35 percent said "No." Of those answering in the affirmative, 71 percent indicated that its use should be optional, and 29 percent said that it should be required. A somewhat higher percentage of administrators of larger schools seem to have used Form A-3, and a somewhat higher percentage of these men did not favor continued use of the form.

Periodic reporting on all administrators and teachers.—In favor of a plan requiring a periodic report on all administrators and teachers (for example, every five years) were 60 percent of responding administrators, while 32 percent were opposed to the idea. It may be remembered that such a plan was used many years ago. Variation was evident among states, although in all but one the majority of administrators were in favor of this plan, and in this state the vote was divided evenly. A somewhat higher percentage of administrators of smaller schools favored the complete periodic report in comparison to administrators of larger schools.

Reviewing Committee Activities.—Only 29 percent of administrators indicated that they had served on a reviewing committee at the annual meeting of the NCA and 70 percent said that they had not. The range of participation varied from 22 percent in one state to 61 percent in another, but geographical location did not appear to be a factor. In general, participation was much greater among administrators of larger schools—51 percent in those of one thousand or more pupils and only 13 percent in those schools of less than two hundred pupils.

Twenty-two percent of administrators believed that reviewing committees were essential; 53 percent said that they were desirable; and 8 percent reported that they were unnecessary. Much variation existed among states, and a slightly higher percentage of administrators of larger schools believed reviewing committees to be essential. However, there seemed to be no correlation between precentages

TABLE V

THE OPINIONS OF 2,083 ADMINISTRATORS OF MEMBER HIGH SCHOOLS AS TO THE DEGREE TO WHICH CERTAIN TRENDS ARE EVIDENT IN THE CONDUCT OF NCA AFFAIRS AND REGARDING TRENDS WHICH ESPECIALLY NEED ENCOURAGEMENT IN THE FUTURE

Trends	Approximate percentage reporting			
	Degree to which trend is evident			Trend needs encouragement in the future
	High	Some	Little	
Increasing leadership, service, and stimulation	30	60	3	31
Less control and regulation of member schools	18	53	12	11
More study and research and less guessing	29	49	5	28
Greater emphasis on the total pattern of the member school and less on individual details	36	47	6	37
The encouragement of self-appraisal by member schools	49	39	4	35
Greater involvement of larger numbers of persons in Association business and decisions	23	50	12	26
Less emphasis on the value of membership in the NCA to high schools for purposes of admission of graduates to colleges and universities	25	50	12	20

participating on reviewing committees and percentages believing such committees to be essential.

Greater uniformity called for.—Forty-seven percent of the administrators called for greater uniformity among state committees in the interpretation of policies, regulations, and criteria. Thirty-three percent did not favor greater uniformity. Variation among states was large: 35 percent favored more uniformity in one state, while in another the percentage was 57. In all but one state a higher percentage favored greater uniformity, and a somewhat higher percentage of administrators of larger schools called for more uniformity, possibly because they were better acquainted with state differences due to their service on reviewing committees.

Greater simplicity in reporting called for.—Comparatively few write-in responses were pertinent to reporting, but those that were, called for simplicity in report forms as well as greater uniformity in interpretation. A very small percentage of administrators also called for more uniformity between report forms of the NCA and those of their respective state departments of education.

Trends in accreditation.—The data in Table V reveal the degree to which administrators believe that a number of trends are apparent in the conduct of Association affairs. Administrators of larger schools seem to believe that these trends are somewhat more pronounced than do administrators of smaller schools. This may be due to the fact that administrators of larger schools play a greater role in the NCA and are more aware of the trends. Considerable variation existed among the states, although not to the same degree as in some responses reported earlier.

It may be noted from Table V that some trends are increasingly called for by administrators. Chief among these are several which fit together into a pattern: greater emphasis on the total pattern of schools, more self-appraisal by member schools, and increasing leadership, service, and stimulation. It

TABLE VI

THE OPINIONS OF 2,083 ADMINISTRATORS OF MEMBER HIGH SCHOOLS AS TO THE EXTENSION OF ACCREDITATION AND EDUCATIONAL SERVICES

Do you feel that the NCA should be concerned with:	Approximate percentage	
	Yes	No
Accreditation of and educational services to junior high schools?	50	44
Accreditation of and educational services to elementary schools?	33	60
System-wide accreditation of and educational services to schools?	49	40

is interesting to note that in an earlier section greater uniformity was called for by 47 percent of the administrators, and now 36 percent of them call for greater emphasis on the total pattern and less on individual details. Only a careful item analysis would reveal the exact relationship of answers, but one may speculate whether the call for greater conformity was motivated by a desire to move in the direction of a more liberal interpretation and application of regulations and criteria or whether it was a demand for stricter adherence. Perhaps both were involved depending upon the states and the schools concerned.

Need for interpretation and public relations.—The need for interpretation of the NCA to boards of education and to laymen was clearly revealed by several items in the study. Seventy-one percent of the administrators called for more help from state committees and the Commission on Secondary Schools in getting this job done, whereas only 23 percent suggested that more help was not desired. In one state 84 percent of the administrators asked for more help, in contrast with 61 percent in another at the other end of the range. Administrators of smaller schools desired such help to a somewhat higher degree than did those of larger schools.

Responses reveal also that insufficient attention has been given to the interpretation of the NCA by school administrators. For example, the question, "To what degree are aims, procedures, requirements, and program of the NCA discussed with your local board of education each year?", was answered as follows:

High degree	11 percent
Some degree	54 percent
Little degree	25 percent
Not at all	4 percent

And, although 87 percent of the administrators recognized a need for interpretating the NCA to local communities, the following responses were received in regard to the question, "To what degree are you attempting to interpret the NCA program at the local level?"

High degree	12 percent
Some degree	67 percent
Little degree	16 percent
Not at all	2 percent

Little variation seemed to exist among schools of different sizes, but there was an appreciable difference among states. For example, the responses answering the last question to a "high degree" ranged from 6 per cent in one state to 22 percent in another.

Extension of accreditation services.—The data in Table VI reveal the feeling among administrators relative to the extension of accreditation services to junior high schools, elementary schools, and school systems as a whole. Variation among states was very great; thus, in one state only 40 percent favored junior high school accreditation, while in another the figure was

78 percent. Obviously a more extensive inquiry would need to be made by the NCA before contemplating any action to broaden accreditation and other services to include junior high or elementary schools.

Use of the EVALUATION CRITERIA *for periodical appraisal.*—According to 59 percent of the responding administrators, all member schools should periodically undergo self-appraisal by means of the *Evaluative Criteria.* Only 20 percent said no to this idea. Fifty-one percent favored periodic self-appraisal and a visiting committee, while 25 percent vetoed this idea. Variation among states was evident with respect to both self-appraisal alone and self-appraisal plus a visiting committee. For example, on the latter proposal, 41 percent of the administrators of one state favored it, while 78 percent favored it in another state.

As to how often such an appraisal should be made, respondents suggested quite a range of possibilities extending from every year to every fifteen years. For self-appraisal alone the most prevalent response was every five years, and the same period was suggested for self-appraisal plus the visiting committee. Many respondents also indicated that these evaluation activities should be done every three years.

More state-level services sought.—Although percentages varied from state to state, the range being from 55 to 89 percent, in each case a majority of school administrators called for more school visits, conferences, consultation, and related aid. On an Association-wide basis, 71 percent of the administrators wanted such services expanded, while only 25 percent did not. Slightly higher percentages of administrators of smaller schools favored expansion.

The responses to this item fit into the pattern which has been shaping up. At the same time, it should be pointed out that increasing services undoubtedly mean greater costs. Consequently when services are considered added expenses must be kept in mind.

Regional meetings called for.—Seventy percent of the administrators favored having an Association-wide meeting every other year with smaller regional meetings in the alternate years. Although geographical location of states seemed to be a factor, in each state a substantial majority favored this proposed plan. Fifty-four percent of the administrators were in favor of an annual Association-wide meeting plus occasional regional meetings. Variation among states was evident as in the previous instance, but this idea failed to carry in two states and did not enjoy the substantial majorities in each state that were recorded for the alternation plan. Administrators of smaller schools more generally favored these plans than did administrators of larger schools. It is the opinion of the Cooperating Committee on Research that the item of additional costs should not be neglected in any plan which involves more than one meeting per year. Many respondents also suggested holding meetings of the Association in cities other than Chicago.

Domination by minorities in the NCA.—On this point the following question was asked, "To what degree do you feel that the Commission on Secondary Schools is dominated by members representing State Departments of Education and/or State Universities?" Replies were distributed as indicated below:

High degree	23 percent
Some degree	36 percent
Little degree	21 percent
Not at all	9 percent

Again variation among states was evident; for example, the range responding that domination was evident to a high degree was from 12 percent in one

state to 33 percent in another. Little variation existed among schools of different sizes.

Since the NCA Constitution places the chairmanship of each state committee either in the state department of education or in the state university, these agencies are likely to exert considerable leadership in Association affairs. Each is challenged to do this without dominating the program. Sixty-nine percent of the responding administrators believed that more responsibility for making and executing policies should be placed in the hands of administrators representing member schools. The range was from 43 percent to 78 percent among the states, but size of school seemed not to be a factor. To what extent administrators could or would be willing to accept such responsibility and devote to it the time required is another question.

Some services high schools want from colleges.—Fifty-eight per cent of the administrators favored asking collegiate institutions to acknowledge receipt of transcripts of high school credit sent in for prospective college students, but 30 percent vetoed the idea. Seventy-six percent of the administrators suggested that colleges and universities should report to the high school concerned when one of its graduates actually enrolls, whereas 15 percent replied in the negative. Ninety-two percent asked that collegiate institutions report to high schools the grades and other information pertinent to the college success or failure of their graduates, with only 2 percent dissenting. Differences in replies among states were not so great as in the case of items reported earlier, and size of school seemed to have no bearing on them.

Value of NCA membership in serving youth.—The following answers were received in response to the question, "How valuable do you feel that membership in the NCA is in helping your school to serve effectively the youth of your community?"

Very valuable	46 percent
Of some value	43 percent
Of little value	6 percent
Of no value	1— percent

A higher percentage of administrators of larger schools felt that NCA membership was very valuable than did administrators of smaller schools. Among the states the range in percentage considering membership as very valuable was from 32 to 72.

Value of NCA membership in meeting community needs.—Membership in the NCA seems to be of somewhat less value in regard to the meeting of community needs. The following responses were given in answer to the question, "How valuable do you feel that membership in the NCA is in helping your school to meet effectively community needs?"

Very valuable	28 percent
Of some value	52 percent
Of little value	14 percent
Of no value	2 percent

Again, administrators of larger schools reported somewhat more favorably on the value of membership. Variation among states was quite apparent, with a range from 17 to 55 percent reporting such membership to be very valuable.

Is the NCA keeping pace?—The concluding question was, "Do you feel that the NCA is keeping pace with educational changes in theory and practice?" To this the following responses were made:

Generally	69 percent
To some extent	22 percent
Not so well	3 percent
Not at all	.3 percent

Size of school seemed not to be a factor, but the range of responses among states was from 62 percent to 83 percent in the replies to the effect that the NCA was generally keeping pace.

Publications of the North Central Association

Unless otherwise indicated, address communications to the Treasurer, North Central Association of Colleges and Secondary Schools, R. Nelson Snider, South Side High School, Fort Wayne, Indiana.

I. THE NORTH CENTRAL ASSOCIATION QUARTERLY, Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan.

II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service.

A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high-school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.

1. *Atomic Energy*, by WILL R. BURNETT
2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
3. *Housing in the United States*, by A. W. TROELSTRUP
4. *Latin America and Its Future*. by RYLAND W. CRARY
5. *Maps and Facts for World Understanding*
6. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
7. *The Federal Government and You*
8. *Youth and Jobs*, by DOUGLAS S. WARD
9. *The Family and You*, by HENRY A. BOWMAN

B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.

1. *Sprouting Your Wings*, by BRUCE H. GUILD

C. Pamphlets produced as outgrowths of committee studies and projects.

1. Study of Teacher Certification.
2. Developing the Health Education Program.
3. Better Teaching Through Audio-Visual Materials. (10¢)
4. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947–48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
5. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
6. Incentives used in Motivating Professional Growth of Teachers. (single copies 25¢, quantities of 10 or more 15¢ each)
7. The Workshop as an In-Service Education Procedure (single copies 25¢; quantities of 10 or more 15¢ each).

D. *Syllabus—Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.

III. Publications of the Commission on Secondary Schools, distributed free to members of the Commission and member schools.

A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*

B. *Handbook for State Chairmen and Reviewing Committees*

IV. Publications available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.

A. *Revised Manual of Accrediting*. $2.00 (unbound)

B. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge.

1. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities.
2. "Principles of Freedom in Teaching and Research," an extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*.
3. "Know Your North Central Association," 1954.

4. "Statement and Interpretation of the Intercollegiate Athletic Policy of the North Central Association," 1953.
5. "Faculty Inquiry into Intercollegiate Athletics," 1953 (A guide to a self-evaluative procedure for faculty committees that may wish to use it).
6. "Athletics in Some of the Better Colleges and Universities," April, 1953.

V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies.

A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D.C. $5.00.

B. Publications of Cooperative Study of Secondary School Standards. Available from 1785 Massachusetts Avenue, Washington 6, D.C.

1. *How to Evaluate a Secondary School* (1940 Edition), paper $1.10
2. *Evaluative Criteria* (1950 Edition), paper $2.50; set of separate sections $2.50 each
3. *Educational Temperatures* (1940 Edition), $1.25

VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, $2.00 plus postage. Available from Editorial Office of THE NORTH CENTRAL ASSOCIATION QUARTERLY, 4019 University High School, Ann Arbor, Michigan.